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ABSTRACT

The Rumson-Fair Haven Senior Elective Program encourages high school students to complete graduation requirements early enough to leave the senior year free for relaxed investigation of a number of topics through elective courses and independent study. The incorporation of such concepts as open-space teaching, the open campus, work experience opportunities, and minicourses has helped the program succeed in the views of both teachers and students, as revealed through a series of interviews. This document consists of two parts: a review of student and teacher attitudes toward different aspects of the program and a listing of 76 minicourses that is designed to give educators an overview of the program curriculum. Information included in the course listing includes course content, teaching styles and student parameters, evaluation methods, scheduling requirements, and texts. (Author/PGD)

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A RESOURCE COMPENDIUM AND PROFILE

of the
Rumson-Fair Haven
Senior Elective Program

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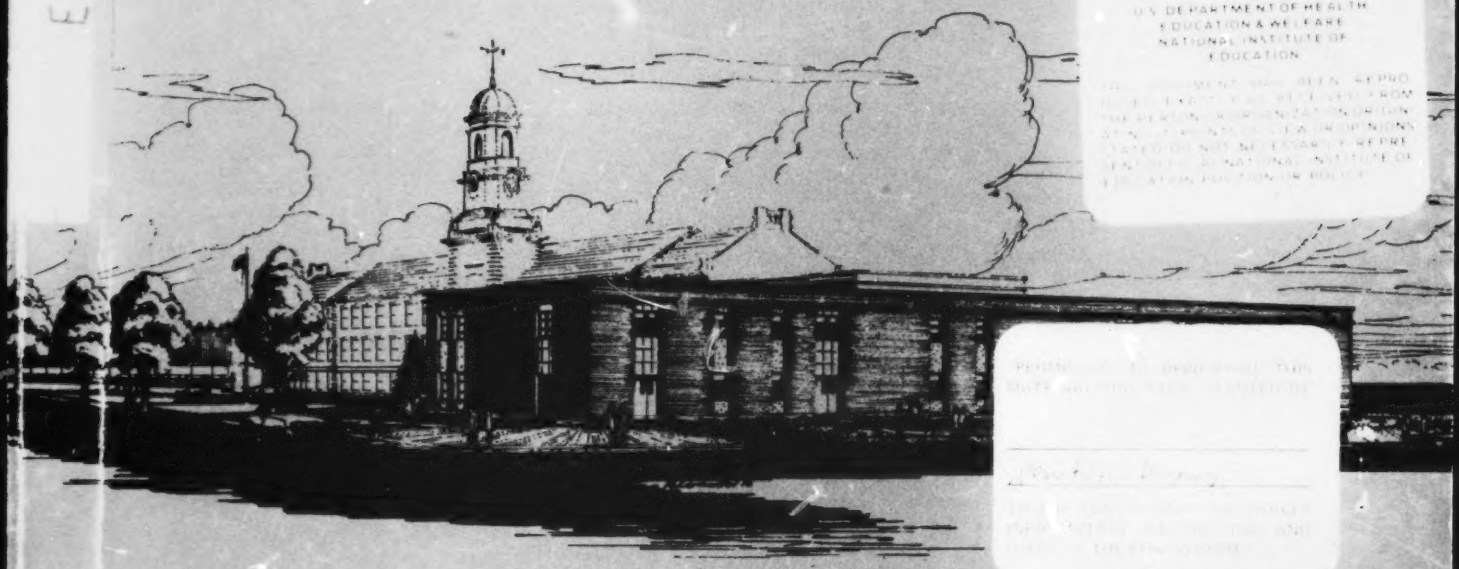

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

"On behalf of the Department of Education, State of New Jersey, I wish to bring the Senior Elective Program to the attention of educators throughout the nation. The program has made a significant contribution to the education of young men and women as they make critical choices for their future."

Fred G. Burke

Dr. Fred G. Burke
Commissioner of Education
State of New Jersey

A RESOURCE COMPENDIUM AND PROFILE of the Rumson-Fair Haven Senior Elective Program

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Rumson-Fair Haven Regional High School District

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For further information contact:
Mr. Newton Beron, Project Director
Rumson-Fair Haven Regional High School
Ridge Road, Rumson, New Jersey 07760
(201) 842-1597

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Preface

The Rumson-Fair Haven Regional High School Senior Elective Program was developed and implemented by students, faculty and administrators over a three year period from 1971 to 1974. In 1974 it was validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable and approved for national dissemination by the Dissemination Review Panel. Funding for the development as well as the dissemination was through the New Jersey Elementary and Secondary Education Act, Title III.

Brochures describing the Senior Elective Program are available to interested parties free of charge. Visits to the Rumson-Fair Haven Regional High School to see the program may be arranged with the project director. Interested educators may purchase a filmstrip-cassette presentation describing the development and implementation process.

Consultation services of the Rumson-Fair Haven Regional faculty and administration staff are available on a limited basis to districts that are seriously considering an adoption of the program. An application for these services may be obtained from the project director.

Introduction

The Rumson-Fair Haven Senior Elective Program offers high school students who complete graduation requirements in three years a combination of the following options for the senior year: mini-course electives, independent study and preceptorials. The senior program is conducted in an open space building. An open campus policy for seniors allows them to follow highly flexible schedules based upon a modular scheduling procedure.

Rumson and Fair Haven are middle and upper middle class suburban communities located in central New Jersey within commuting distance of New York City. Their population is approximately 14,000. In 1956 the two boroughs formed a regional high school district for students in grades 9-12. The school population has grown gradually over the last sixteen years and now totals 1,300.

Almost ninety percent of the student body attend college. Many complete their high school courses required for college admission in three years. Prior to the development of the Senior Elective Program, the twelfth grade was anticlimactic for many students. Often, with college requirements out of the way, students worked part-time and were not interested in straight academics. School was frequently seen as boring and, during the second half of the year, absenteeism increased sharply. Therefore, the Board of Education, teaching faculty and administrative staff felt that they should alter the standard four year program so that the senior year would offer greater variety and challenge to students, faculty and staff. As a result of the introduction of the Senior Elective Program, students' satisfaction and interest in their educational program have improved without detriment to academic achievement.

The program was developed through the cooperative effort of faculty, administrative staff and students over a three year period, 1971-72 through 1973-74. Funding through the E.S.E.A. Title III Act provided stipends required for planning and writing new courses of study, teacher training and evaluation. In 1974 the Senior Elective Program was validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable and endorsed for national dissemination.

A more detailed description of the program is presented in the *Final Project Report* of the Rumson-Fair Haven Senior Elective Program. It outlines the development process, the essential elements of the program, its goals, evaluation design and results, its exportability and plan for national dissemination. The report may be obtained on request.

This manual contains two parts:

Part I describes the program through the informal reactions of the teachers and students involved in it. It is essentially an interview profile. Part II presents a compendium of 76 mini-course outlines, designed to give educators an overview of the curriculum developed for the program. A complete course of study is appended as a sample.

The following teacher-preceptors and students contributed data to Part I of this booklet.

Teacher-Preceptors

Mr. Barry Bradford
Mrs. Nancy Kern
Mr. William Kern
Mr. Richard Richter
Mr. Powell Robinson
Mr. William Savage
Mrs. Eileen Vizcaino

Students

John Brodsky
Harry Brownett
James (Stu) Davidson
Elizabeth Dendy
Julie Howard
Elizabeth Kirby
James Magnus
Dennis McLellan
Susan Pierce
Robert Shea
Lisa Sperry
Andrew Stark
Wendy Waldron
Pamela Wilson

Credit should be given to Mr. Lloyd Grosse for his help in coordinating and editing the materials in Part I.

PART I—TEACHER-STUDENT PROFILE

This section analyzes student and teacher reactions to the Rumson-Fair Haven Regional Senior Elective Program. It was prepared from data compiled by members of the class of 1975 and their preceptors or advisors. Teachers and students were questioned and interviewed; their responses, tabulated and compiled, furnish the data base for this analysis. One hundred and ninety-three seniors were asked whether they felt that a traditional high school program would have prepared them better than the Rumson-Fair Haven Regional Senior Elective Program. Only thirty-six answered "yes."

Although it may be unrealistic to expect students within a new system to estimate what their opportunities for the future might have been in a traditional setting, it is nevertheless encouraging to consider that the great majority of our seniors view this program as beneficial to them.

Recent graduates of Rumson-Fair Haven Regional who are currently enrolled in colleges or universities were interviewed regarding their opinions of the senior program. The majority of them agree with this year's seniors. Since the program has been in operation for only three years, and since it has undergone slight modifications and improvements along the way, it is difficult to say what their feelings would be if they were presently enrolled here. The National Education Association some forty years ago, in their famous "Eight Year Study," concluded that there is no ideal way to prepare students for college success. This obviously does not prevent any school from attempting to strive for the "perfect curriculum," and we would like to think that this is what we are doing at Rumson-Fair Haven Regional. Schools contemplating the adoption of the senior program should note that not all of our young people have been able to cope with it. Many abuse the freedom or do not deal with it in constructive ways. The highly motivated student will use everything the program has to offer to his best advantage. The less motivated student slides along with the bare minimum of courses and maximum of free time. It is no different under a traditional program. Since this is so, then what is the advantage of the Rumson-Fair Haven Senior Elective Program?

Possibly the chief difference is that, under such an innovative system, the student decides for himself how to spend his unstructured time. A prime purpose of education is to teach people to make intelligent decisions and accept the responsibilities and consequences which accompany these decisions. This is preparation for life and this is what the program attempts to

do. As one member of the faculty phrased it: "The extent to which we as teachers and administrators make decisions, however benign, for our students, is to me the essential difference between a traditional and an innovative program." Rumson-Fair Haven Regional High School offers a number of unique educational innovations, and surely the senior program is outstanding among them. As one senior transfer student stated: "The high school I came from was run as a prison, but here I can be an individual. I am not a number on an I.B.M. card. The system here offers us a wide variety of subjects which can be taken at one time. It's great!"

Mini-Courses

In developing its senior program, the faculty of Rumson-Fair Haven Regional High School designed mini-courses covering a wide variety of subjects. These mini-courses are offered for a period of one, two or three marking periods or facets and include such diverse subjects as Constitutional Law, Psychology, The Golden Age of Radio, Unexplained Phenomena, The Human Essence: Love, Marine Ecology, Photography, Sets and Venn Diagrams, Practical French, Jewelry and Lapidary, etc. These electives, for the most part, constitute fields of study not normally found in the average high school curriculum. The outlines of seventy-six mini-courses are presented in Part II of this manual.

Students are generally in favor of the relaxed atmosphere prevailing in most mini-courses. Class size is relatively small, and since seniors take only those electives which appeal to them, the interest level is usually high. Teachers, too, find that they enjoy the informality of these courses. They like the challenge of teaching mini-courses to seniors while, at the same time, teaching traditional courses to younger students. As one of the teachers expressed it, "It's very nice to talk to a group of young people and find that they are genuinely interested in what I'm saying." Another said: "They're there because they want to be there, and that makes the whole difference. They really seem to want to learn." In most electives students can choose either a grade or Pass-Fail, an option that is highly popular with

them. Interestingly enough, many of the seniors do *not* opt for Pass-Fail, which is contrary to the expectations of most adults. Since their interest in these courses has stimulated them to prepare additional writings and reports, for which they receive good grades, students want to use these grades as part of their school record. On the other hand, some students do not choose to work for a letter grade, and therefore feel that the pressure is removed from them completely. This relaxation of tension manifests itself in the classroom situation, so that practically all students are more receptive to learning. During the first week of any given elective, students are expected to notify their teacher which grading system they prefer. Some of the seniors have objected to this, since they feel that, as the course advances, they will have a much better idea of what is expected of them and what are the teacher's grading standards. Not all teachers are completely happy with the Pass-Fail alternative, since they surmise that some students will not work up to their potential without the incentive of a letter grade. "Such a grading system," says one faculty member in reference to Pass-Fail, "doesn't prepare the students for the realities of postgraduate competition." On the other hand, another teacher made the important point that the Pass-Fail system encourages students to experiment in new fields without penalty, adding that "a mediocre depth of learning can be found even in a graded system."

Strange as it seems, one of the criticisms of the elective program offered by seniors is that "some of the courses are too short." One marking period, comprising seven weeks, may seem too brief a time in which to cover certain areas of knowledge. Another complaint is that some of the very popular courses become quickly filled and are unable to accommodate all those wishing to attend. This situation is partially remedied by the audit system, whereby any senior may drop in on any elective course merely to observe and learn, without receiving credit or penalty. This practice of auditing a course is widespread enough to indicate that some fields of study attract students even if there are no immediate concrete rewards.

Independent Study and Community-Related Experiences

The Independent Study element at Rumson-Fair Haven Regional has been expanded to include Work Experience and Community Involvement.

Students engaged in Work Experience spend part of their school time in actual job situations of at least one month's duration, although some choose to stay much longer. When asked whether they had found it difficult to secure employment, surprisingly, most said they had not. In some cases, students had already been working in a job before they designated it as the independent study element of their program. All but two of the seniors who are presently engaged in Work Experience have declared that their employers are satisfied with their performance and every one of them agreed that they did gain worthwhile experience in one form or another from the program.

Community Involvement is a concept with almost no boundaries. Under this program, students seek unsalaried work which will be of help to persons or organizations within the surrounding communities. Thus, many seniors engage in educational activities: they teach younger students at the grade schools, tutor slow learners, assist gym teachers, and perform similar activities. Some participants have found rewarding work in nearby hospitals. Almost all of the students have discovered that they did not have to

travel far to find a person or institution that could use volunteer help. Every upperclassman in the Community Involvement program, without exception, stated that the persons they had helped were extremely grateful, and that immense satisfaction had been achieved from participating in this worthwhile project.

One of the most significant outcomes of the community involvement phase of the program was that it enabled students to investigate a profession, business or government agency. Such pursuits could have future benefits, for they might lead to eventual career choices for the students when they enter the "world of work."

The option offering the widest range of possibilities is Independent Study. Virtually any activity the student may desire to learn can fall under this heading. This could range from learning to ski or play the guitar, to training a dog or making a stained-glass window. One student tried her hand at sculpting; another made a collection of antique bottles; several made films. Independent Study is as unlimited as is the student's curiosity. The seniors who have participated in this aspect of the program have, almost unanimously, expressed their satisfaction with not only the goals they have achieved but also the experiences they have gathered. Most of the participants also said that they considered Independent Study as the best of the three alternatives.

Preceptorials

Preceptorials are the seminar groups which tie the senior program together. They consist of small groups of students randomly assigned to a specially trained faculty member. The preceptorials, or "precepts" as most students call them, are designed as encounter groups and homeroom units. Preceptors help students select their independent study projects, discuss their scope and content, and help to evaluate the projects. They also "keep lines of communication" open between teachers and administrators.

The atmosphere within virtually all precepts is informal. "Everyone can participate, express opinions and learn more about others and themselves," as one senior stated. Many of the students have expressed their pleasure in meeting people with whom they would not ordinarily come into contact. Some of the upper classmen are of the opinion that "a strained (i.e., forced conversation, etc.) atmosphere can occur as a result of the general heterogeneous quality of the group or from the lack of a central topic or focus." Unfortunately, many of the seniors have expressed an indifference toward precept, which stems, apparently, from their feeling that the precepts lack direction and purpose.

Preceptors see themselves as performing three functions. First, they are administrators in that they help with scheduling, guidance and discipline. Some of the preceptors have declared that this function is most distasteful to them, since it often vitiates the very rapport which they are trying to achieve. Their second, and perhaps most important, function is to super-

vise the independent study, community service and work experience phase of the senior program. Finally, preceptors attempt to foster interaction among students.

What are the reactions of students to preceptorials? The class is divided on this issue. Replies to a questionnaire aimed at gathering student attitudes about the precept ranged from: "I enjoy meeting new people" to "I don't like the group." A major criticism stems from the feeling among many seniors that by their senior year they have already formed their own circle of friends and acquaintances, and "getting to know different people" is just not going to be successful at the upper class level. Also, shy, introverted, or soft-spoken students usually find difficulty in adjusting to the precept wherein everyone is expected to participate.

Since precept time totals only forty minutes per week, it is felt by most students that there just isn't enough time to make new friends. Many seniors have stated that they haven't really gotten to know their preceptor any better than they would have in a regular classroom setting.

The other side of the picture may be summarized in these statements offered by several others: "What precept is able to do," wrote one, "is to create a greater awareness of your classmates—their opinions, beliefs, values and interests." Another upperclassman declared, "Because of the magnitude and complexity of our scheduling system, the precept class becomes invaluable for the processing of material and for the conveyance of information." For the many seniors who enjoy meeting and communicating with new people, precept has been a welcome addition to the senior program.

Even those students who presently dislike precept often have suggestions for its improvement. Three proposals for change are presently under consideration. One is "Let's have more group activities." Informal activities indulged in by some precepts, such as frisbee and softball games, skating parties, Monopoly playing and beach outings, have tended to bring the groups closer together. A second is that the students themselves should be put in charge of the precepts. A third suggestion is that seniors be allowed to choose their own preceptor and group rather than be assigned at random to one.

Time will tell how the preceptorial program will work out. It may well be that the teacher-advisor program, now operative in grades 9 to 11, will prove to be the precept's salvation, since it provides a preparation for what the precept will attempt to accomplish at grade twelve. Many of the seniors are optimistic about the outcome. One youngster said, "It will take time, training and effort, but in the end a large majority of the students will benefit from it."

Open Campus and Open Spaces

Two innovative practices introduced into the senior program are Open Campus and Open Space Teaching. Each in its way is daringly different, and each has been given its share of praise and criticism. By and large both innovations have been successful.

Open Campus

The principle of Open Campus is fairly similar to that employed by almost all colleges and universities. The seniors are allowed and encouraged to make their own decisions regarding what use they will make of their free time. Numerous facilities are available on campus for the use of those students who wish to study; or, if they so decide, seniors may simply leave the school grounds. All seniors, however, regardless of their schedules, are expected to attend homeroom period, which occurs from 9:50 to 10:10 A.M. A student who does not have a class until after that time is still required to attend homeroom or must supply his preceptor, who is also his homeroom teacher, with a written excuse as to the reason for his absence or tardiness.

Those upperclassmen who remain on campus during their unscheduled mods find a wealth of materials available to assist them in their studies. Rumson-Fair Haven Regional has set up resource centers in each major discipline proctored by teachers in their respective subject fields. Thus, the English Resource Center is located above the library, and contains works of fiction, drama, poetry and reference as well as cassettes and cassette players, which may be borrowed. Many students meet in this area with their English teachers for conferences relative to term papers, book reports

and compositions. The Social Studies Resource Center is housed in its own building, adjacent to the senior annex, and here may be found non-fiction materials relating to history, biography, sociology and geography. This center has been found useful by most students for research and group studies.

An important feature of Open Campus is the senior commons, the central gathering area for most seniors. It is well designed with carpeting, conversation pits, Early American style tables and chairs, and simulated oak beams. Throughout the day, popular music is piped in through the public address sytem. Breakfast, snacks and lunch are served. This area actually encourages students to stay in school; in fact, 90% of the seniors have stated that they prefer to spend their free time here, whether studying, eating, reading, or simply socializing. The commons provides an excellent place to hold teacher-student discussions related to specific subject matter and, at the other extreme, rap sessions. Many of the senior teachers stop in at the commons once or twice a day to chat with some of the students over a cup of coffee.

The option to leave campus when free has created a very easygoing, college-like atmosphere. With no restrictions about leaving the school grounds, there is no longer a "thrill" in cutting school. The "jailhouse" feeling of high school has been stripped away, and this attitude of freedom carries over into the classroom. Thus, students seem more relaxed and less frustrated than in a traditional high school environment. Furthermore, because they may use their free time as they see fit, the seniors are more ready to participate and involve themselves in school-related activities. Open Campus is necessary for the effective carrying out of senior projects. The three areas of Community Service, Work Experience and Independent Study depend, in large part, upon the student's ability to leave the school grounds.

Open Campus is not a panacea. Some students, not mature enough to handle constructively the extra freedom such a concept affords, take advantage of the system in non-productive ways. Teachers and preceptors try to work with these seniors in making them realize that freedom abused is

freedom lost. The concept of Open Space Teaching allows students and teachers to get away from traditional four-walled classrooms and thereby creates a more relaxed learning atmosphere which enhances learning processes.

Open Spaces

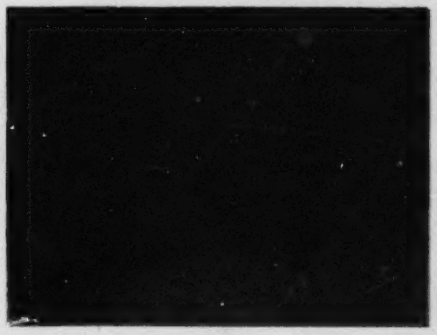
The senior wing at Rumson-Fair Haven Regional High School comprises five open space learning environments, a student lounge or "commons," and a seminar room. Each open area can accommodate three to five classes during any given time segment.

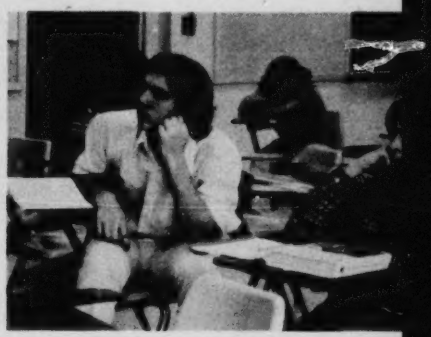
A much desired benefit of Open Space is the flexibility it gives the teacher. He can easily set up an area for any particular teaching style by simply moving tables, chairs and partitions. To accommodate a lecture, chairs can be assembled in rows, so that students may readily see a chalkboard; or tables and chairs can be spread in clusters to facilitate small group discussions and task activities. Highly relaxed and informal settings may thus be designed which foster in seniors a willingness to interact.

One senior has expressed his feelings about Open Space in this way: "These classes put the teacher and student on a more equal level. Teachers can sit on the tables and take off their jackets. This makes learning more enjoyable, because the teacher doesn't come across like the typical authority figure. His desk does not form a barrier."

The showing of films or slides, or the playing of phonograph records, is difficult, if not actually impossible in an open space setting. This problem has been solved by allowing teachers the use of enclosed teaching areas within other sections of the school.

A colorful summation of the benefits of Open Space Teaching has been provided by one senior, who wrote: "It is so informal and relaxing it is like sitting around the supper table at home. This writer has seen real student-teacher barriers destroyed here. Many students not enrolled in a class simply sit in on one that sounds interesting. This type of education is certainly not dull, it's actually fun and exciting. In short, it's fantastic!"





In-Service Training

During the planning phase for the senior program many of the faculty members participated in a summer in-service workshop in which they learned varying types of teaching styles and their use for particular purposes. In the final analysis, however, very few faculty members made any radical changes in their methods of operation. "From Command to Discovery," an analysis of the spectrum of teaching styles defined and classified by Muska Mosston, formed the basis for the teacher in-service workshop.

Mr. Mosston, hired as a consultant for the project, conducted lectures and video-taped training sessions whereby teachers actually taught in a series of styles and then critiqued themselves.[1] The range of techniques began with teacher-dominated instruction, Command Style, moved on to Task, Reciprocal (student teaches student), Individual Program—Teacher's Design, Guided Discovery, Problem-Solving and finally concluded with Individual Program—Student's Design (Independent Study). The mini-course outlines presented in Part II of this manual actually include the study and use of these teaching styles as a twofold thrust whereby both the teachers use them and the students learn by them.

Just as there are numerous teaching styles, so too are there many academic methods the teacher may employ to measure student growth. Oral participation is one such yardstick, although the shy or withdrawn student may suffer from lack of involvement. Independent class work covering a wide range of activities may be evaluated by oral reports, audio-visual materials, book reports, etc. Research for such work may be accomplished in the school library or in the surrounding communities.

Of course, the faculty also employs such time-tested measuring devices as quizzes, term papers and major exams. Teachers at Regional try to design these tests so that they are fair and truly measure student growth.

Conclusion

It would be the height of optimism to expect that all aspects of the senior program would meet with the unqualified approval of everyone involved in it. In view of the newness of the program, however, and the inevitable growing pains attendant upon any innovative scheme, an objective observer must conclude that, by and large, the senior program is a success.

When asked for their views of the high school in general, and of the senior program in particular, most twelfth graders felt that no other secondary school in this section of the state could offer them such educational and career opportunities. It is interesting and significant that many of the students use the word "program" in place of "school." Students remark that they "like the program," or they are "not getting as much as they could from the program." Such references to the curriculum illustrate what may be an unconscious attitude on the part of many of our young people—the feeling that they are participants in an ongoing educational process. As a result of this sense of involvement, they tend to assess the program and their own participation in it more critically. They are introspective with regard to their own strengths and weaknesses. In the words of one of the senior boys, "This program has so much to offer me. Maybe I'm not making full use of all its possibilities."

In addition to self-analysis, the students have begun to realize how to appraise the pros and cons of the revised curriculum. "The mini-courses provide us with many new directions to explore," wrote one of the girls, "and we are still able to follow a traditional track." Still another senior had this to say: "I enjoy the meaningful relationships that are experienced through the informal teaching situations, I feel more relaxed, and I really like coming to school."

[1] *Teaching from Command to Discovery*, Wadsworth Publishing Co., Belmont, Cal., 1972.

PART II—MINI-COURSES

Introduction

The essential elements of the Senior Elective Program are the mini-course electives, independent study opportunities and preceptorials offered to students within a setting of an open campus policy and a modular scheduling procedure. In the program's first three years of operation, a total of eighty-five mini-courses developed by forty-eight teachers and four administrators was taught. This compendium of seventy-six mini-courses is designed to give educators an overview of the mini-courses developed for the program.

The course outlines which follow were written by department chairmen from courses of study developed by teachers and administrators. They consist of an introduction, topical outline or listing of content, a discussion of teaching styles and student parameters, methods of evaluation, time patterns and requirements, and texts. It should be noted that the Rumson-Fair Haven Regional High School's modular schedule consists of nineteen time units, each twenty minutes in length, five days a week. There is no passing time allocated between modular units. The school year is divided into five marking periods or facets, each seven weeks in length.

Business

The Business Department endeavors to provide practical training for students interested in seeking employment in the business world after graduation from high school.

This practical approach is reflected in the mini-courses that are made available to all seniors. Each of these courses develops skills and/or imparts knowledge that should be of great importance in the future, whether it be in college or as a member of the country's working force.

In some courses the objective is to provide an introduction to and acquaintance with a specific area of study; in others it is skill development, where competencies may be attained that enable students to acquire part-time or full-time employment. The knowledge and training acquired from any or all of the subjects should enable students to handle their business and personal affairs in a much more effective manner.

BUSINESS MACHINES

Business Machines is a practical survey course developed for those anticipating continued study in the areas of banking, general business, or accounting. The objective is to acquaint students with the four fundamental operations on the machines and to teach the application of skills to typical business problems. There is no prerequisite for enrollment in this class. Instruction is given on the following machines:

I. National Cash Register Full-Keyboard Adding Listing Machine
II. Olivetti-Underwood Printing Calculator
III. Lagomarsino-Totalia Ten-Key Adding Listing Machines (one with special multiplication columns
IV. Unicon Electronic Printing Calculator)

Teaching Styles

This course can accommodate only four students in any one class. A rotation plan is used in assigning machines so as to permit each student time to operate all machines. Instruction is on a one-to-one basis, with the teacher first explaining the terms and procedures involved, followed by a demonstration. Once a student has mastered the fundamental operations of a particular machine, she may assist in the instruction of another student on that machine.

Ascending/descending reaches are taught in the operation of the NCR Full Keyboard Machine. All the other machines have a ten-digit keyboard, some with separate keys for one, two, or three zeros. Students are taught to operate these ten-key machines by touch. After learning the fundamental operations, students apply their knowledge to the completion of typical problems requiring machine computations for their solution.

Student Parameters

Students are expected to attend classes regularly and to make up any absent time by reporting to the Business Resource Center during free mods to complete the assigned work. They are also encouraged to use their free time to acquire more skill and knowledge through self-study. Students are urged to use the machines for work in related courses such as bookkeeping and accounting.

Evaluation

Evaluation is based on the mastery of correct techniques in handling the machines as well as the accuracy and speed attained in the completion of assigned problems. Credit is given for student initiated applications of the machines to learning situations in other courses. Performance tests and standardized tests will be administered. Students may decide whether to receive a letter grade or Pass-Fail.

Modular Configuration

The class meets for two mods, twice a week, for two facets.

Texts

Office Machines Mastery, Seltzer, Ralph E., The H.M. Rowe Company, Baltimore, Md.: 1972.

Olivetti-Underwood Divisumma 24., Compiled and edited by the Education Department of Olivetti-Underwood Corporation, New York, N.Y.: 1963.

Electronic Printing Calculator Operating Instructions, Unicom Systems, Inc., Cupertino, Calif.: 1973.

INCOME TAX

This course presents specific and detailed information about correct procedures for completing and filing income tax returns. Four practical exercises, progressing from simple to complex, give the students experience in preparing the following forms: SS-5, W-4, W-4E, 1040A, 1040 and W-2. Special consideration will be given to the following points when preparing the tax forms:

I. Proper Use of Form W-2
II. Using the Tax Tables to Determine Tax
III. Separate Returns vs. Joint Returns
IV. Reporting Dividends and Interest Income
V. Claiming Dividend Exclusion
VI. Itemized Deductions vs. Standard Deductions

A student assistance center has been established to help other students prepare their tax returns during the filing period. Two additional units on United States Tax History and the United States Budget will be included in this course.

Teaching Styles

The course is designed to accommodate approximately fifteen students. Assigned reading of designated materials in tax booklets will be followed in class by discussion and explanation of any unclear technical terminology. At the conclusion of each chapter, students will complete sample problems under the direct supervision of the teacher.

Other materials used in the class include forms from the Internal Revenue Service, crossword puzzles on tax terms, tax cartoons and newspaper items.

Student Parameters

Regular attendance is expected of all students. Any work missed because of absence must be made up independently during free mods.

Evaluation

Evaluation is based on test grades (about four in the seven week period), participation in class discussion, and the neatness and accuracy with which the tax forms are completed. Students may elect to receive a letter grade or Pass-Fail.

Modular Configuration

The course meets for two mods, twice a week, for one facet.

Text:

Understanding Taxes, Publication 21, Printed by the Department of the Treasury.

INTRODUCTION TO ACCOUNTING

This course has as its objective the development of an understanding of the procedures followed within an entire bookkeeping cycle. The students should discover that management's decisions are based on the interpretation of financial data and that an understanding of the flow of data is essential in molding decisions. It should also enhance each student's capacity to cope with the ever increasing demands of today's economic world. The course was especially designed for students who desire to work in the bookkeeping/accounting field after graduation from high school or who plan to continue their study in college in accounting, marketing or some other phase of business administration. It is invaluable to those students who need to learn about business procedures so that, as future proprietors or managers, they can interpret business records correctly. The following subjects are covered:

I. General and Special Journals
II. Posting in General and Subsidiary Ledgers
III. The Bookkeeping Cycle
IV. Preparation, Analysis, and Interpretation of Financial Statements
V. A Practice Set

Teaching Styles

Several different methods are used including lecture, discussion and chalkboard demonstrations. The overhead projector is also used to reinforce certain explanations or technical points. Students are taught to analyze, record and post business transactions. The culmination of their knowledge and skill is reached through the completion of a practice set in which students experience both an entire business cycle and end of the month activities including the preparation of a work sheet and financial statements. Students are encouraged to work independently on the practice set, thereby developing desirable attitudes and work habits so necessary for success on the job. Instruction at this stage of the course is on an individual basis.

Student Parameters

Students are expected to attend class regularly. They are also expected to work independently on their practice set using, whenever possible, the Business Resource Room and the business machines contained therein. It is essential that the practice set be completed along with the end of the month financial statements.

Evaluation

Students are evaluated on their application of skills and the ability to interpret data through teacher-prepared tests and standardized tests. They are also evaluated on the accuracy, neatness, thoroughness and completeness of the practice set project.

Modular Configuration

This course meets for two mods, twice a week, for two facets.

Text

20th Century Bookkeeping and Accounting, First Year Course, 23rd Ed., Boynton, Lewis D., Carlson, Paul A., Forkner, Hamden L., and Swanson, Robert, South Western Publishing Co., Cincinnati, Ohio: 1967.

STENOSCRIPT ABC SHORTHAND

Stenoscript ABC Shorthand is a phonetic system. It enables students to reduce their longhand writing to one-third the time. The purpose of this course is to equip students with the skills which will qualify them to handle light stenographic work in a business office or to take notes for their college classes. The course is divided into five different categories:

I. Dominant Sounds (Omission of vowels within words; *e.g., ticket* is written *tkt*)
II. High-Frequency Words: (Each high-frequency word is reduced to one or two letters of the alphabet; *e.g., see, seen, seeing* all represented by *c*)
III. High-Frequency Letter Groups: (*e.g., th*, which may occur at the beginning, middle, or end of a word, is expressed by *a*-)
IV. Prefixes and Suffixes: (The suffix *ble* is represented by capital *B*)
V. Special Aids: (The word *month* is represented by a capital *M*)

Teaching Styles

In stenoscript, as in all good shorthand systems, sound is most important. Each of its rules involves the application of sound to a base word, syllable, prefix, or suffix. Students are taught to translate everything they hear or read into "sound pictures," utilizing the alphabetic character or special symbol applicable. The tape recorder is used for drill for each of the word lists under each rule and for contextual material based on the rules covered in each lesson. The dictation rate begins at 60 words per minute. Extensive reading and copying of correctly written plates and forced dictation, at rates up to 90 and 100 words per minute for short periods of time, will enable students to develop the ability to write new and unfamiliar material at the rate of 80 words per minute for at least two consecutive minutes. Students must then transcribe their notes into correctly written or typed form. Beginning with the very first lesson, students are also encouraged to apply the shorthand to taking notes in a classroom atmosphere.

Students Parameters

It is essential in this skill subject that students attend every class session. Should an occasional absence be unavoidable, they are expected to work independently from the text and to use prepared tapes during their free time. After each section is completely mastered, students are expected to compile, in both longhand and shorthand, a complete record of rules, word lists, and contextual material which then serves as a reference manual for future use.

Evaluation

Students are evaluated on their proficiency in writing correct outlines for word lists, paragraphs, or short letters dictated to them. Evaluation is also made of their ability to read correctly written shorthand plates and to transcribe them into correctly written English. By the end of the fifth facet, they are expected to be able to take dictation at the rate of 80 words per minute for at least two minutes and prepare an accurate transcription of the material from their notes. In addition, they are required to read reference materials and to make notes of pertinent facts in Stenoscript. Students may elect to receive a letter grade or Pass-Fail.

Modular Configuration

This course meets for two mods, three times a week, for the entire year.

Text

Stenoscript ABC Shorthand, Avancena, Manuel C., Stenoscript ABC Shorthand, Inc., Bethesda, Md.: 1961.

TYPING REFRESHER

This course is designed especially for college-preparatory seniors who have completed a Personal Typing course and who wish to improve skills which enable them to compose letters and type manuscripts in proper form.

Each student is asked to sign a contract at the beginning of the course stating goals in terms of words per minute. Students also receive training in typing form letters and formal reports stressing the use of proper margins, quotations, footnotes and headings. A handbook is compiled for future use. The following projects are included:

I. Composing a Personal Business Letter
II. Composing a Business Letter
III. Typing a two page Report: Margins on a Term Paper
IV. Two page Report: Footnotes and Quotes
V. Three page Report: Headings in Reports

Teaching Styles

The emphasis for the course is on teacher-directed instructions followed by drills and exercises. Final copy is put together in a handbook.

Student Parameters

Students are expected to attend every class so as to achieve goals and fulfill course requirements. Time missed from class must be made up independently during free time.

Evaluation

Students are evaluated on their basic improvement and success in meeting or surpassing the goals stipulated in their contracts. The letters and reports in the completed handbook are evaluated for accuracy, correct format and attractiveness. Students may elect to receive a letter grade or Pass-Fail.

Modular Configuration

This course meets for two mods, twice a week, for two facets.

Texts

Typing 300, Volume One, Rowe, John L., Lloyd, Alan C., and Winger, Fred E., McGraw-Hill Book Company, New York, N.Y.: 1972.

Typewriting Drills for Speed and Accuracy, 3rd Ed., Rowe, John L., and Faborn, Etier, McGraw-Hill Book Company, New York, N.Y.: 1966.

The following teachers designed and developed mini-courses in this section:

Mrs. Madeline Zelek, Chairman

Mr. Joseph Ciccia — **Mrs. Barbara Rucker**

Mrs. Rita Orefice — **Mr. James Smith**

English

English Department mini-electives offer students a wide variety of choices. Some are designed to increase reading and writing skills; others are in specialized fields of the humanities such as theater, filmmaking or radio; while still others focus on particular writings or authors such as the Bible, Lewis Carroll novels or mythology. The purpose is to give students the opportunity to make intelligent choices and relate them to particular vocational or avocational goals or interests.

ADVANCED COMPOSITION

Advanced Composition is a writers' clinic, designed to analyze and practice processes that are fundamental to effective writing. Included in the course are the following areas of study:

I. Talking and writing
II. Pre-writing
   A. Making basic decisions
   B. Selecting organizational patterns
   C. Shaping purposeful outlines
III. Writing and rewriting
IV. Preparing for special assignments
   A. Essay examinations
   B. Critical essay
   C. Research paper

Teaching Styles

The course comprises small group sections that meet informally to discuss each other's writing, practice skills, etc. The teacher's role is to encourage students to view writing as a series of processes that can be learned and used and to emphasize that writing cannot be considered as good or bad in itself, but must be judged as to whether it succeeds or fails in eliciting the desired response.

Student Parameters

Students are expected to master the commonly used patterns of organization and to learn to adapt or combine them to fit a variety of materials; to demonstrate the utility of "scratch" outlines; to offer techniques in developing purposeful paragraphs; to analyze the rhetorical effect of sentence patterns; and to develop a concrete definition of style as it relates to a writer's purpose.

Evaluation

Evaluation of student performance occurs in written comments on returned papers, in conferences with the instructor, and in critical, in-class discussions of the writer's work.

Modular Configuration

The course meets for two facets, twice a week, for two mods.

Texts

Writing With a Purpose, McCrimmon, James, Houghton-Mifflin Co., Boston, Mass.: 1973.

Elements of Style, Strunk, William, and White, E.B., MacMillan Co., New York, N.Y.: 1959.

THE BIBLE AS LITERATURE

The King James Version of the *Bible* has become a standard for prose style and a source for literary allusions, a great reservoir for references that have become commonplace. The course follows the biblical narrative that tells the story of man from his beginnings in the Garden of Eden through the ruin of the Kingdom, exile, return and the rebuilding of the temple.

Teaching Styles

The teaching style used most often in this course is the lecture and discussion approach.

Student Parameters

Students are expected to read assigned selections in modern works as supplementary material, in addition to the assigned readings in text materials.

Evaluation

Evaluation is based primarily on class participation and written work, such as reports, tests, etc.

Modular Configuration

Each class meets for two mods, twice a week, for two facets.

Texts

The Garden and the Wilderness, Lee, Alvin A. and Lee, Hope Arnott, Harcourt, Brace, Jovanovich, Inc., New York, N.Y.: 1973.

The Temple and the Ruin, Lee, Alvin A. and Lee, Hope Arnott, Harcourt, Brace, Jovanovich, Inc., New York, N.Y.: 1973.

Supplementary Readings

BUSINESS ENGLISH

Because the volume of business communications increases every year, a comprehensive, practical course in business communication is a must for every student who expects to enter the business world. The scope of the course includes those aspects of grammar, punctuation, spelling, word choice and usage that characterize correct business usage. Business communications such as letters, memos, reports and telephone communications form the base of the course.

Teaching Styles

Since the course includes students with a wide variety of educational goals, it becomes necessary to employ a wide variety of instructional techniques ranging from lecture to informal discussion. Many supplementary materials are used.

Student Parameters

Students are expected to strengthen their basic tools for communication. These include vocabulary, listening and reading skills, punctuation and mechanics of expression.

Evaluation

The student's written as well as oral work is evaluated on a regular basis in the form of tests and special activities.

Modular Configuration

The class meets for two facets, twice a week for two mods.

Text

The Secretary's Handbook, Taintor, Sarah Augusta and Monro, Kate, MacMillan Publishing Co., Inc., Collier MacMillan Publishers, New York, N.Y.: 1929.

CLASSICAL MYTHOLOGY

Man's search for the meaning and philosophy of life, as expressed in literary forms, constitutes the theme for this course. It examines this quest through the contents of *Man the Myth-Maker* and *The Perilous Journey*, including the origin of myths, the god-teacher, beginnings of evil, seasons, rituals, etc.

Teaching Styles

A variety of teaching styles is employed, including class discussion, special reports and lectures in small group sessions.

Student Parameters

Students are expected to complete text assignments as well as special reports when assigned.

Evaluation

Evaluations are based on tests and the extent of participation in class activities.

Modular Configuration

Class meets for two mods, twice a week, for two facets.

Texts

Man the Myth-Maker, Jewkes, W.T., Harcourt, Brace, Jovanovich, Inc., New York, N.Y.: 1973.

The Perilous Journey, Jewkes, W.T., Harcourt, Brace, Jovanovich, Inc., New York, N.Y.: 1973.

CONTEMPORARY NOVEL

The course makes use of a variety of modern writings and is a revitalization of skills and interests. Students study the contemporary novel as a literary genre and learn to analyze the novel technically, for form, style and content, as distinct from other literary techniques.

Teaching Styles

The course content dictates the use of many teaching styles including lecture, discussion and composition supplemented by audio-visual materials.

Student Parameters

Through regular reading assignments and discussions, the students will come to understand the components of the novel as a genre. They are expected to explain their interpretations through compositions and criticism.

Evaluation

Students will be evaluated on the basis of their discussions and written work.

Modular Configuration

The class meets for two mods, twice a week, for two facets.

Texts

Portrait of the Artist as a Young Man, Joyce, James, Viking Press, New York, N.Y.: 1972.

Slaughterhouse Five, Vonnegut, Kurt, Jr., Dell Publishing Co., New York, N.Y.: 1969.

Clockwork Orange, Burgess, Anthony, W.W. Norton & Co., Inc., New York, N.Y.: 1963.

One Flew Over the Cuckoo's Nest, Kesey, Ken, Viking Press, Inc., New York, N.Y.: 1962.

CONTEMPORARY THEATRE

The major objective in this course is to provide guidance and experience to enable the student to acquire the knowledge and cultural development necessary for the appreciation and understanding of the contemporary legitimate theatre. Students interested in the theatre as a recognized popular art form must broaden their ability to select and criticize in order to make intelligent judgments. As students gain a background, they gain an appreciation of the performing arts in general, and develop standards of judgment whereby they can recognize, respect and demand good theatre. In the course, small groups study the plays currently in production professionally in the local area and then actually see them performed.

Teaching Styles

The course is designed as a field-trip-oriented seminar comprising no more than eleven students per section, taught in an open space setting and employing group discussion and special reports as primary instructional techniques.

Student Parameters

Students are expected to use the *New York Times* theatre section as their daily reference to the New York theatre scene. Assignments range from researching original play reviews to special reports on theatrical personalities and concepts. Students are required to "review" the plays they attend and to discuss them in terms of their own broadening theatrical experiences. Each class member is also required to keep a journal of his experiences and impressions of the plays he sees.

Evaluation

Informal evaluation of students' progress is made through class discussions. Formal evaluation is made at the end of the course when each student submits his "statement" of his concept of contemporary theatre, based upon a journal he has kept throughout the course.

Modular Configuration

Each section meets for two mods, twice a week, for two facets.

Texts

The New York Times and various assigned readings from theatre collections.

FILMMAKING

The course in filmmaking has three purposes: allow the student to judge contemporary cinema from a technical point of view; familiarize him with the multiphased experience of making his own films; teach him the use of various filmmaking equipment. The following areas are considered:

I. Documentaries
   A. Cinema verite techniques
   B. Television documentaries
   C. Directorial techniques
II. Creative use of film
   A. Full length features
   B. Short story adaptations
   C. Animated children's tales
III. Script writing
   A. Production timetables
   B. Shooting schedules
   C. Editing and sound-tracking

Teaching Styles

The class meets three times a week. The first meeting is devoted to a lecture or film presentation; the remaining two classes are laboratory sessions in which students engage in various activities. The instructor circulates among teaching areas and works with students in one-to-one situations. Particularly effective work is brought to the attention of the entire class.

Student Parameters

Students are expected to develop and complete a minimum of two films, approximately eighteen minutes of cinema text. They attend all lecture classes to view the films being shown, and participate in their evaluation. Students attend all workshops or put in equivalent time in consultations with the instructor, filming or editing.

Evaluation

Grading is based on attendance and the successful completion of a film for each facet. Students evaluate each others' films in an "Academy Award Evening."

Modular Configuration

The course meets for seven mods a week, in a 3-2-2 pattern, for three facets.

Texts

The Film Experience, Huss, Roy and Silverstein, Norman, Dell Publishing Co., New York, N.Y.: 1968.

How to Shoot a Movie Story, Gaskill, Arthur, Morgan and Morgan, Inc., New York, N.Y.: 1960.

Guide to Filmmaking, Pincus, Edward, New American Library, New York, N.Y.: 1969.

THE GOLDEN AGE OF RADIO

This course is an informal study of the principal uses made of the broadcasting medium during the 1930's and 1940's. Emphasis is put on listening to tape recordings of actual broadcasts of the era, just as they were heard by millions at that time. The categories of programs offered are Drama (Lux Radio Theatre, Mercury Theatre, Theatre Guild on the Air), Comedy and Variety (Jack Benny Show, Fred Allen Show, Burns and Allen, Easy Aces), News, Public Affairs and Documentaries (Lindbergh's Flight, Hindenburg Catastrophe, Roosevelt's Inauguration).

Teaching Styles

The course is taught in a closed classroom so as not to interfere with other groups. It is largely a listening experience, with a lesser amount of time spent on informal "lecture-with-illustration" approach.

Student Parameters

An important factor in the success of the course is the student's willingness to accept the "old-fashioned" idea of being a good listener. The Golden Age of Radio requires at least two other areas of student participation, completion of text assignments and the submission of an individual project of some proportion.

Evaluation

Grades for the course are based on participation in class discussions relevant to the taped broadcasts, a written test based on text assignments and an individual project.

Modular Configuration

The class meets for three mods, twice a week, for one facet.

Text

Remember Radio, Lackman, Ron, G.P. Putnam's Sons, New York, N.Y.: 1970.

THE HUMAN ESSENCE: LOVE

The course presents an overview of one of the most basic and least understood human emotions, love. Its scope includes such areas as the relationship of love to sex, familial love, self-love, love of God and love as presented in art, music and literature.

Teaching Styles

The course is particularly well-suited to an open space classroom concept in its heavy reliance on informal student discussion and student-teacher relationships.

Student Parameters

Students are expected to complete text assignments and to participate in class discussions based on readings and class presentations.

Evaluation

Because of the highly personalized and inconclusive nature of the course content, Pass-Fail grades will be designated on the basis of attendance, participation, etc.

Modular Configuration

Class meets for two mods, three times a week, for two facets.

Text

The Art of Loving, Fromm, Erich, Bantam Books, Inc., New York, N.Y.: 1972.

HUMOR AS AN ART FORM

Humor as an Art Form is an exploration of "the comic spirit" in plays, movies, recordings and other media, stressing the aural and visual aspects of humor, rather than the narrative and thematic aspects of comic literature. Students are exposed to humor as constructed in various media from various time periods and ultimately develop their own definitions and standards. The following areas are studied: comic devices, the humorous situation, movie comedy, comic drama, the humorous monologue and independent investigation.

Teaching Styles

The course is designed for small sections of fifteen or twenty students who conduct discussions in seminar-type classes. A variety of examples, through the use of different media, is used to serve as vehicles for discussion and independent projects.

Student Parameters

In addition to specifically assigned readings, students are expected to participate in all discussions, sustain an adequate sample of outside readings, and complete an independent investigation of at least one area of humor.

Evaluation

Evaluation is based on student participation and each student's self-evaluation of his ability to develop his own definition and standards of what constitutes humor. Independent investigations are evaluated by the class in terms of the degree of understanding exhibited and the depth of investigation of representative forms.

Modular Configuration

Each section meets for two mods, twice a week, for two facets.

Texts

No specific text is used, since a variety of independent readings is required. Some of these are:

The Comic Vision, Monahan, Peter, McGraw Hill, Inc., New York, N.Y.: 1971.

The Impact of Film, Madsen, Roy, MacMillan Co., New York, N.Y.: 1973.

The Comic Spirit, Littell, Joseph (Ed), McDougal, Littell and Co., Evanston, Ill.: 1974.

Five Comedies, Scanlon, David, Houghton Mifflin Co., Boston, Mass.: 1971.

OTHER REALITIES

The recent advances in the development of psychopharmaceutical research and widening anthropological sociological studies have raised the formidable question of how each person's reality is structured by the institutions wherein he is born and nurtured. Other Realities will explore this question as well as the nature of the atypical mind, consciousness and the individual's perception of reality.

Teaching Styles

Student-led discussion and problem solving techniques are employed in this course.

Student Parameters

Students are expected to read and report on two outside books from a suggested bibliography, as well as specific assignments from the basic text.

Evaluation

Evaluation is based on student determined criteria, identified in conference with the instructor.

Modular Configurations

Class meets for two mods, twice a week, for two facets.

Text

The Drug Experience, Ebin, David, Grove Press, Inc., New York, N.Y.: 1961.

SENIOR SPEED READING

The course utilizes EDL controlled readers (grade levels 11-13) to build eye-muscle coordination, speed, vocabulary and comprehension to the level of each student's ability. The course is designed for no more than fifteen to twenty students per section.

Teaching Styles

The course is taught in the controlled environment of the reading laboratory. Additional instruction is offered individually in scanning and comprehension.

Student Parameters

Assuming a minimum comprehension of 80%, speeds should ultimately range from 350-945 words per minute. Students are responsible for working independently toward their own growth.

Evaluation

Self-evaluation and application of skills are conducted through timed readings. No written tests per se, term papers or final examinations are given.

Modular Configurations

The course meets for two mods, twice a week, for one facet.

Texts

Skimming and Scanning, Berg, Paul C., Taylor, Stanford E., Frackenpohl, Helen, Educational Development Laboratories, Huntington, N.Y.: 1962.

Efficient Reading: Revised Form A, Brown, James I., D.C. Heath and Company, Lexington, Mass.: 1971.

Improving Reading Skills in College Subjects, Cherington, Marie R., Teachers College Press, Columbia University, N.Y.: 1961.

Controlled Reader Story Set(s), Taylor, Stanford E. *et al.*, Educational Development Laboratories, New York, N.Y.: 1963-4.

THE STRUGGLE TO BE

This course explores the sudden or sometimes gradual awakening of self, what we think we are as well as how others see us. Through contemporary writ- it examines the question of how man finds a f success in his society. It studies appro- hort fiction, and non-fiction as a ppraisal within the framework of contemporary society.

Teaching Styles

The course uses both a genre and a theme centered approach. Students have the opportunity of engaging in multi-media learning through a variety of audio-visual materials.

Student Parameters

Students are expected to further their conception of "the struggle to be" by writing effective expository compositions explaining their basic thoughts and views which have evolved from class discussions and reading.

Evaluation

Evaluation is made on the basis of class participation and special reports. The criteria are determined by the class as a whole.

Modular Configurations

The class meets for two mods, twice a week, for two facets.

Texts

Psycho-Cybernetics, Maltz, Maxwell, Prentice Hall, Inc., New York, N.Y.: 1960.

Demian, Hesse, Herman, Harper and Row Publishers, New York, N.Y.: 1965.

Dandelion Wine, Bradbury, Ray, Bantam Books, Inc., New York, N.Y.: 1957.

Nobody Waved Goodbye, Hazzard, Elizabeth, Bantam Books, Inc., New York, N.Y.: 1971.

UNEXPLAINED PHENOMENA

The purpose of the course is to inculcate in students an inquiring and objective attitude by presenting information of varying degrees of reliability and credibility in the fascinating and seductive world of the paranormal. Topics to be studied are UFO's, "monsters," ghosts and apparitions, ESP, historical mysteries, and the like.

Teaching Styles

The course is student oriented, using an informal lecture discussion approach, round-table panels, student presentations and confrontations.

Student Parameters

Students are expected to challenge ideas and statements in class. They are expected to complete a course project and to take an active interest in class discussions.

Evaluation

Students evaluate their own progress in the course. This evaluation, together with a project grade, constitutes their grade for the course.

Modular Configurations

The course meets for two mods, twice a week, for two facets.

Texts

Specific readings from an extensive reading list which includes:

Some Trust in Chariots, Thiering, Barry and Castle, Edgar, Popular Library, New York, N.Y.: 1972.

This Baffling World, Godwin, John, Bantam Books, Inc., New York, N.Y.: 1968.

Stranger Than Science, Edwards, Frank, Bantam Books, Inc., New York, N.Y.: 1959.

Chariots of the Gods?, Von Daniken, Eric, Bantam Books, Inc., New York, N.Y.: 1970.

Science Fiction, Brodkin, Sylvia A., and Pearson, Elizabeth J., McDougel, Littell and Co., Evanston, Ill.: 1973.

WILL THE REAL ALICE.....?

Lewis Carroll's *Alice in Wonderland* and *Through the Looking Glass* enjoy a more impressive literary reputation than most juvenile fiction. The frequency of allusion to the "Alice" books in other literature might be said to constitute a third mythology upon which an author may draw, with the assurance that his references will be recognized and their significance understood. Particular objectives of the course are to familiarize the student with the "Alice" stories as a mythological source, to acquaint the student with Lewis Carroll and his times, to examine some of the darker implications of the works and to enhance the student's discernment of narrative detail, characterization and tone in fiction.

Teaching Styles

The course is designed as a small group seminar course which advocates a scholarly but common sense approach to literary criticism, a mix of open-minded tolerance and skepticism.

Student Parameters

Students are expected to enter into class discussions based on the reading of the "Alice" books. They are expected to complete certain supplementary readings and to write critical commentaries on several aspects of the books read.

Evaluation

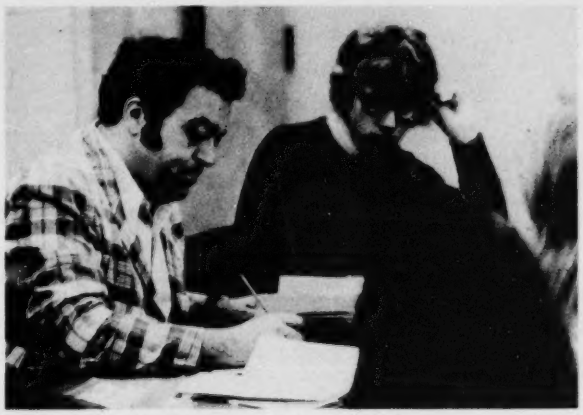
Students are evaluated informally in their discussions and on the papers written for class.

Modular Configurations

The class meets for two mods, twice a week, for one facet.

Texts

Alice in Wonderland and *Through the Looking Glass*, Carroll, Lewis, New American Library, Inc., New York, N.Y.: 1960.

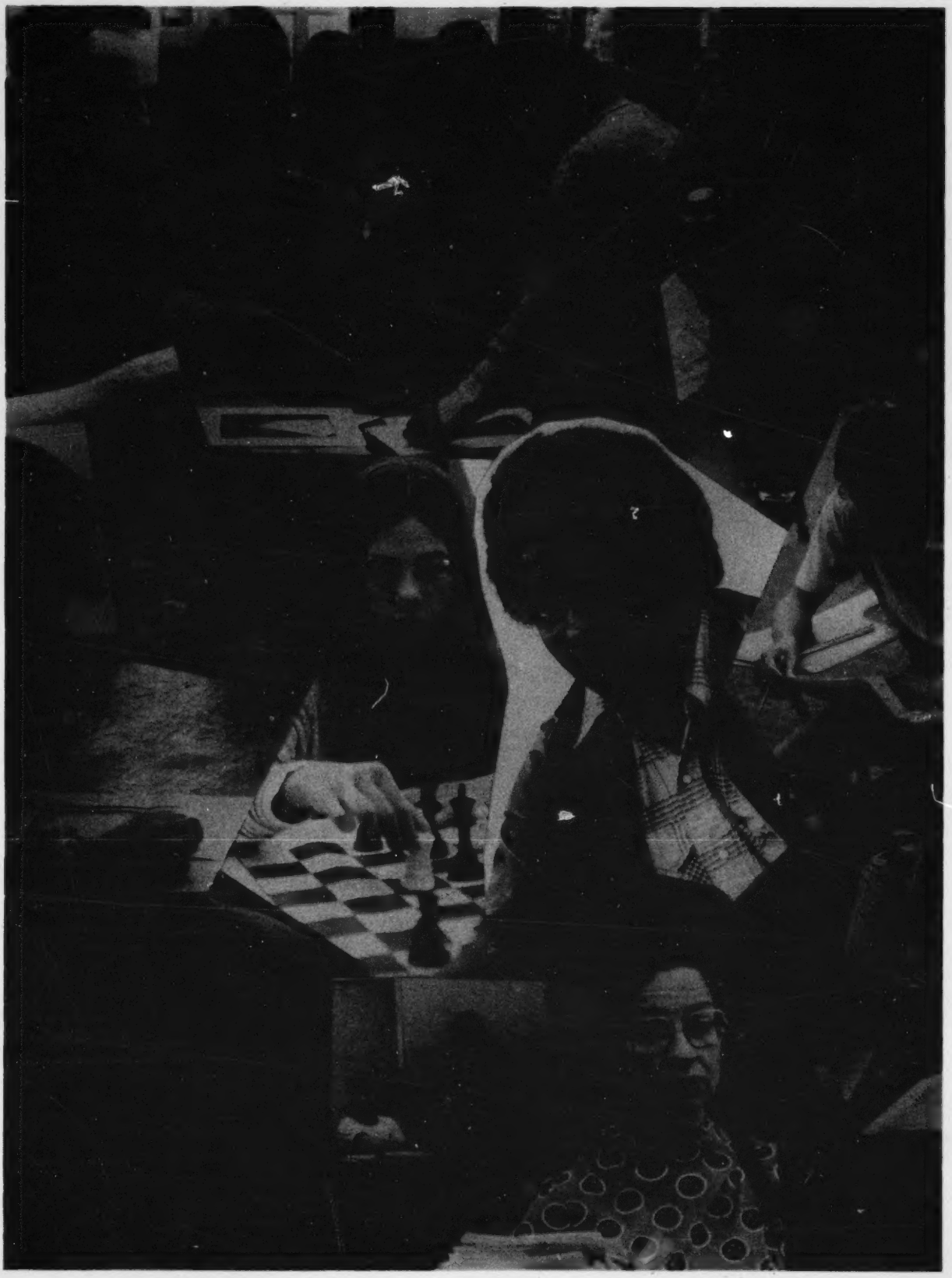


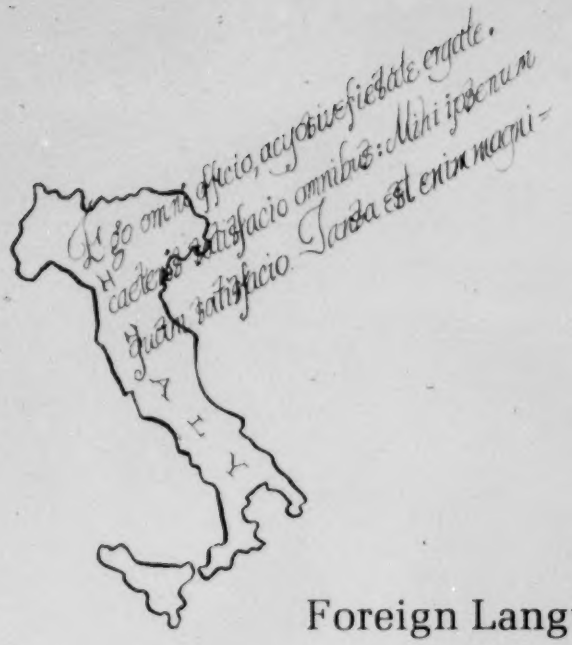
The following teachers designed and developed mini-courses in this section:

Mr. Edward Varian, Chairman

Mrs. Marolyn Bell	**Mr. Lloyd Grosse**
Mr. Robert Berberich	**Mrs. Margaret Holton**
Mr. Joseph Dignan	**Mr. Alan Lyster**
Mrs. Susan Graziano	**Mrs. Rita Orefice**

Mr. William Speiser




Ego omnia facio, ac gratissime fieri
cacteris satisfacio omnibus: Mihi ipsi nu
quam satisfacio. Tanta est enim magni-
ITALY

Foreign Languages

In its mini-courses the Foreign Language Department goes well beyond the elementary textbooks of grammar and verbs into the more practical areas of conversation and correspondence and the cultural areas of literature, geography, history and contemporary events. It emphasizes real-life situations as well as travel experiences. A variety of techniques and materials is used to encourage students to take an active, oral role in the classroom. Often, the students themselves choose the topics to be covered based on their own interests and goals.

36

CONVERSATIONAL FRENCH

The course seeks to encourage the student who has completed several years of formal textbook French to use his language in everyday situations. Students learn from the following list:

I. Au Telephone
II. Les Camarades de Chambre
III. Les Salles de Conferences
IV. Un Bal
V. La Famille
VI. La Cuisine
VII. Le Couvert a Table
VIII. Le Tennis
IX. A la Plage
X. A la Piscine
XI. La Vie en Plein Air
XII. Au Sujet des Animaux
XIII. L'Automobile
XIV. La Poste
XV. L'Hotel
XVI. La Banque
XVII. L'Hospital
XVIII. L'Art de Persuader
XIX. La Publicite
XX. La Grand Place

Teaching Styles

The scope of Conversational French is chosen by students from the listed topics. Oral activities are developed and either acted out or commented upon by individuals or groups of students under the teacher's direction. They are in the form of everyday situations, cartoons, contemporary readings, dialogue, recordings and stories.

Student Parameters

Regular class attendance is mandatory so that students may benefit from the oral work and drills. Students assume responsibility for the choice and the presentation of class activities. A journal is kept, logging the vocabulary and idiomatic expressions learned.

Evaluation

Students evaluate their own progress throughout the course. Vocabulary quizzes are administered frequently. Grades are Pass-Fail.

Modular Configurations

The course meets two mods per week, for three facets. It may be continued at the student's discretion.

Text

Conversation in French: Points of Departure, Sedwick, Frank and Bonnell, Peter, American Book Company, New York, N.Y.: 1969.
Supplemented by teacher-created "situation" playlets and French magazines.

CONVERSATIONAL ITALIAN

Students speak Italian from the very outset of this course without formal training in vocabulary or grammar. They learn an appreciation of the people and their culture as well as the contribution of Italian to the English language. Lessons are related to the life and experience of the student or traveler. Such subjects as food, clothing, recreation, the home, the family and the classroom are included, as well as practical situations such as asking for directions, catching a train, telling time, ordering in a restaurant, finding a room, going to a museum, buying a newspaper, talking about the weather, exchanging money in a bank and shopping. Each lesson is divided into the following areas:

I. Conversation—Dialogue
II. Pronunciation
III. Vocabulary
IV. Narrative Passages
V. Grammar
VI. Exercises
VII. Reading Passages

Teaching Styles

Students begin by imitating the teacher, and then repeat newly learned material. Tapes based on the text are available along with other supplementary records. Flash cards, games, songs, pictures and puppets are used to aid in learning vocabulary. Slides of Italy, trips to sites of Italian influence, map study and familiarization of universally accepted Italian words and phrases all help to build a respect for, and enjoyment of, Italian culture.

Student Parameters

Class attendance is mandatory. Supplemental visits to the language lab are encouraged.

Evaluation

Evaluation is determined by frequent testing of pronunciation through dialogue and conversation as well as individual recitations based on homework, reports and regular class work. Quizzes on grammar and vocabulary are given weekly. A final oral and written examination is administered.

Modular Configurations

The class meets for four mods, twice a week, for two facets.

Text

Primo Corso D'Italiano, Russo, D.C. Heath & Co., New York, N.Y.: 1960, 1961.

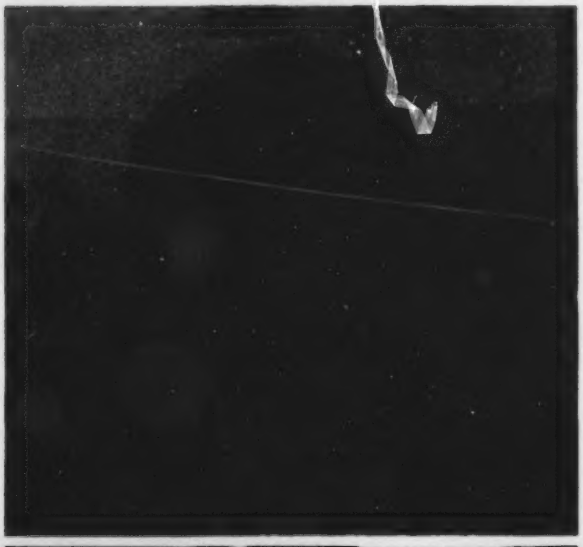
THE ESSENCE OF SPANISH

This course is equivalent to the fifth year of high school Spanish. It is intended for students who have completed an accelerated three year sequence. In each of five facets a different skill or topic is emphasized.

I. Everyday Spanish in Conversation
  A. Situational playlets, dialogues
  B. Teacher's role taken by students
II. Highlights of Contemporary Spanish
  A. Poetry selections from Spain and Latin America
  B. Contemporary dramas and novels
  C. Various essays in anthologies
III. Advanced Composition and Translation
IV. Contemporary Spain
  A. Slide-Cassette sets of topical interest
  B. Selected readings
V. Independent Projects Based on the Topics Outlined Above

Teaching Styles

Students converse solely in the target language. It is they who choose the activities which form the scope of the course. The teacher acts as the director or "corrector" of the oral participants. A variety of techniques is utilized including lecture, class discussion, monologue, dialogue, "student teaching,"



field trips and audio-visual aids.

Student Parameters

Since class participation cannot be made up, daily attendance is expected. Students are encouraged to speak frequently in class and to attend private meetings to correct oral and written work. Four projects based on current skills or topics under consideration are required.

Evaluation

Oral participation and the presentation of the topics mentioned above are the main vehicles for evaluation. Projects and outside readings are considered as supplements. Letter grades are given.

Modular Configurations

The course meets for eight mods weekly for the entire academic year.

Text

Conversation in Spanish: Points of Departure, Sedwick, Frank and Bonnell, Peter, American Book Company, New York, N.Y.: 1969.

LEARNING RUSSIAN

This general introductory course contains the essential elements for learning to speak Russian. Vocabulary and grammatical materials are built around common situations and current events but are presented in a limited way. Topics considered are:

I. Getting Around and Meeting People
   - A. At the airport
   - B. At the barber and/or hairdresser
   - C. At the laundry

II. Purchasing Materials and Services
   - A. Finding a room
   - B. Ordering from a menu

III. Miscellaneous Everyday Expressions
   - A. Greetings
   - B. Giving and getting directions
   - C. The weather

IV. The Family Unit
   - A. Names and titles
   - B. Residence, address, etc.

Each topic is considered under the following guidelines:

I. Basic Sentences
II. Word Study and Review of Basic Sentences
III. Listening In
IV. Review of Basic Sentences
V. Conversation

Teaching Styles

The course is unique in that the teacher is actually one of the learners. He know no Russian but learns it along with the students in small group situations, acting as a group leader. A step-by-step manual, accompanied by records, constitutes the basis for speaking and listening. A local native speaker assists periodically. An attempt is made to learn the letters of the Russian alphabet so as to recognize the words and phrases mastered verbally.

Student Parameters

Regular attendance is crucial for this sequential

study. Repetition and drill work take place in the language lab where manuals and records are available for student use during their free time.

Evaluation

Testing is oral, based exclusively on the scope of the manual. Hopefully, the native speaker will be available to assist in evaluating student progress. Grades are Pass-Fail.

Modular Configurations

The class meets two mods per week for two facets. Should the students wish to continue the course, a second manual and record set will be provided.

Text

Spoken Russian, A Basic Course, published for the United States Armed Forces Institute by The Linguistic Society of America, Defense Department, Wash., D.C. (no date available)

PRACTICAL FRENCH

This course is designed for students who have completed three years of French and wish to expand their writing, reading, aural and oral skills. French vocabulary and expressions pertinent to practical needs are introduced. They include:

I. Use of the Telephone in France
II. Reading Menus and Ordering in Restaurants
III. Filling Out Common Forms in French
IV. Current Events in France and in French-Speaking Countries
V. Use of Reference Books and Library Index Cards in French
VI. Popular and Classical French Music
VII. French Art
VIII. Shopping (what and how to buy)
IX. Traveling (how to plan a trip)
X. Panel Discussions
XI. Giving and Asking Directions
XII. Understanding Common Signs in Buildings and on the Street
XIII. Miscellaneous Topics of Particular Interest to Students

Teaching Styles

This course lends itself to small group discussions. The teacher guides but does not dictate the choice of activities to be selected from the areas listed above. Field trips are taken to implement the course. Students are encouraged to pursue particular topics in depth, individually, or in teams.

Student Parameters

Daily attendance is required. After the first facet, a student chooses a field for independent study. These topics are developed on some aspect of French life, on the study and preparation of examples of French cuisine, or a journal written in French, or on a detailed plan or itinerary for a trip to France.

Evaluation

All evaluations are executed jointly by students and teacher. Written work and conversations are evaluated for grammar and content. Progress in pronunciation is charted. Frequent vocabulary quizzes are used to aid the students' retention. Students write short, self-evaluations on each piece of work submitted. At the end of the course, students have the opportunity to comment anonymously upon its worth and to make suggestions for improvements.

Modular Configurations

The course meets for two mods, twice a week, for one facet.

Texts

French for Travelers, Berlitz Publications, New York, N.Y.: 1970.

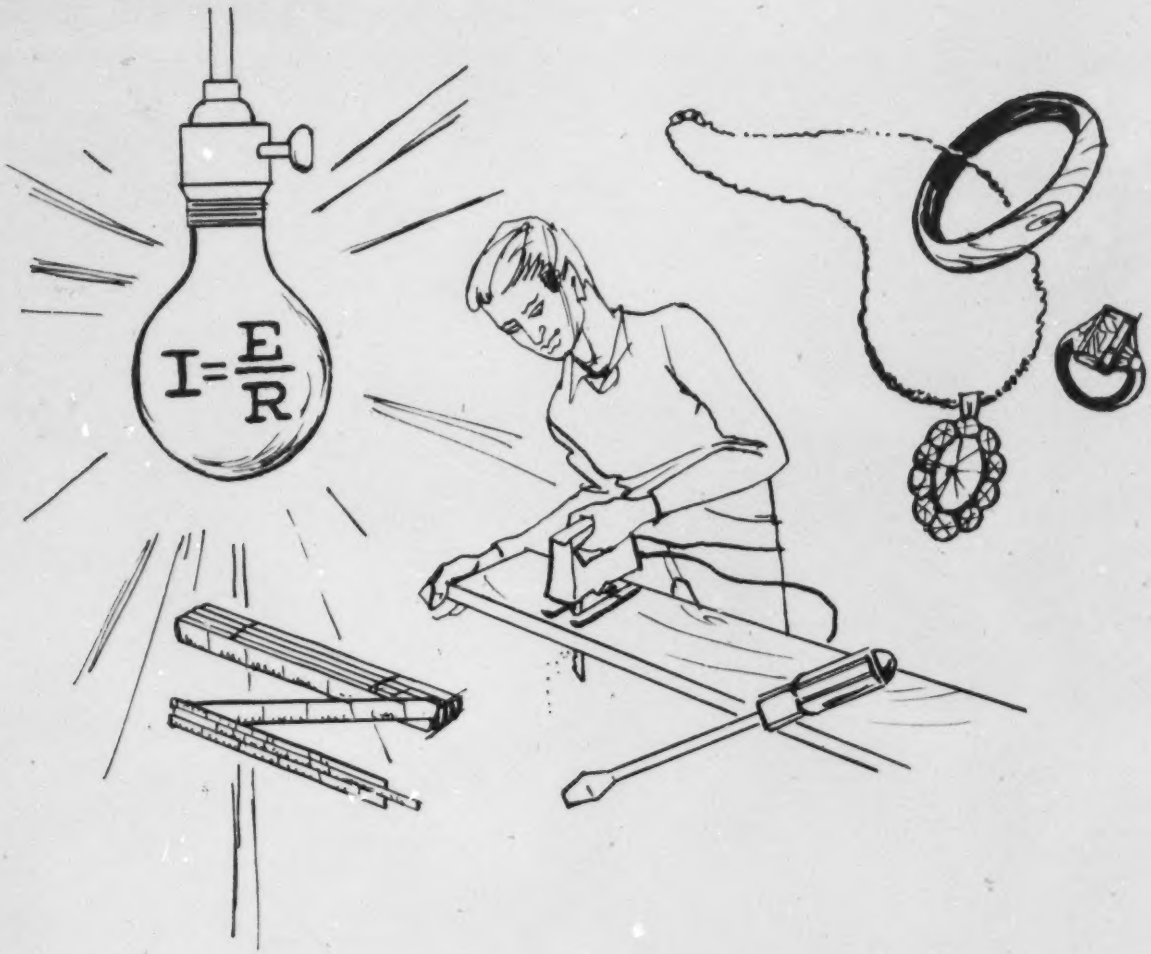
The French, de Gramont, Sanche, Bantam Books, New York, N.Y.: 1970.

The following teachers designed and developed mini-courses in this section:

Mrs. Joan Lipton, Chairman

Mr. Joseph Guillory — **Miss Winifred Steele**

Mr. Alex Koharski — **Mrs. Martha Vicenzi**



Industrial Arts

Mini-courses in Industrial Arts enable students to sample subjects for brief periods of time without committing themselves to full year programs. The emphasis is on "learning" rather than "earning." Student parameters include attendance and active participation. Enough leeway is built into each course so as to allow for individualized projects to be developed. In many cases, after a brief introduction to the use and care of specialized tools and equipment, students design and construct their own models and projects.

ADVANCED JEWELRY

This course provides an opportunity for students to continue their investigation of jewelry-making beyond the basic Jewelry-Lapidary course. Several new techniques and processes are introduced. However, many processes from the basic jewelry course are explored in depth. Craftsmanship is stressed and commercial processes and occupational opportunities are explored. Designs are more complex and techniques more sophisticated. The basic Jewelry-Lapidary course is a prerequisite for enrollment. The following topics are considered:

I. Development of Basic Processes
   A. Wrought-forming
   B. Centrifugal and cuttle-fish casting
   C. Joining by hard and soft soldering and mechanical devices
   D. Finishing and setting stones
II. Introduction of New Processes
   A. Electroplating
   B. Investment casting—the lost wax technique
   C. Steam-casting
   D. Pattern-making

Teaching Styles

This course can accommodate 10-15 students working in an open lab situation. Most instruction is on an individual or small group basis with students sharing information and helping one another. Commercial supply houses are investigated for students wishing to pursue jewelry-making on an independent basis.

Student Parameters

Regular attendance is expected and absences are to be made up. Students must follow safety regulations and submit sketches of designs prior to commencing work. Students are expected to complete at least one project of wrought jewelry and one using a-casting process.

Evaluation

Pass-Fail grades are given based on attendance, participation, individual accomplishment and the satisfactory completion of the two required pieces.

Modular Configurations

The class meets for two mods, twice a week, during the fifth facet.

Texts

Creative Casting, Choate, Sharr, Crown Publishers, Inc., New York, N.Y.: 1966.

Jewelry-Making, (Lost Wax Process), Pack, Greta, Van Nostrand Reinhold Co., New York, N.Y.: 1968.

AUTO MAINTENANCE

Auto Maintenance is designed for students who wish to service and repair their own cars or become familiar enough with them so as to diagnose problems and communicate intelligently with a mechanic. Students learn to perform service station operations on cars ranging from changing tires and oil to simple brake jobs and tune-ups. There are no prerequisites for course enrollment. Students who have completed regular auto shop courses are not admitted unless they receive special permission from the instructor. Such students, if accepted, will become assistants to the teachers. The following topics are considered:

I. Engine Fundamentals
   A. Types of commonly used engines
   B. Functions of component parts
   C. Trouble shooting the basic engine
II. Fundamentals, Maintenance and Repairs of all Engine Systems and Components
   A. Fuel systems
   B. Ignition systems
   C. Lubrication systems
   D. Cooling systems including winterizing
   E. Exhaust systems
   F. Pollution systems and filters
III. Body Care
   A. Preservation of finishes, washing, waxing, etc.
   B. Latch and window maintenance
IV. Wheels & Chassis Maintenance
   A. Suspension systems, shocks, steering and alignment
   B. Brake systems, service and emergency
   C. Tires; types, repairs and balancing
V. Electrical Systems and Accessories Service
   A. Lighting components, bulbs and switches
   B. Signaling devices
   C. Heating and cooling devices and controls

Teaching Styles

This course accommodates a maximum of 15 students. The students work on cars under the guidance of second year auto shop students and the instructor. Brief demonstrations, using shop made models, are given preparatory to commencing work. Films demonstrating the operation of some of the systems are shown. Selection of the topic to be covered depends on the interests of the class and the availability of a vehicle in need of specific work.

Student Parameters

Regular attendance is expected and any work missed is to be made up. Students must adhere to safety regulations, wear coveralls when appropriate and actively participate in the shop activities.

Evaluation

Pass-Fail grades are given based on attendance and active class participation. The second year student assistants receive credit for their participation.

Texts

Auto Mechanics Fundamentals, Stockel, Martin W., Goodheart-Willcox, South Holland, Ill.: 1969.

Filmstrips from Jim Handy Org., Inc., Detroit, Mich.

DCA Educational Products, Inc., Phila., Pa.

BASIC ELECTRICITY

This course deals with electricity as it affects the consumer and homeowner. It allows individual students to pursue specific areas in depth. This is a "hands on" course with students actually doing wiring and other related electrical operations. In addition to gaining technical knowledge, the students also explore occupations, visit job sites, learn proper use and care of necessary tools and become better able to purchase and maintain electrical devices. There are no prerequisites for enrollment. The following topics are considered:

I. Fundamentals of Electricity
   A. The nature of electricity and how it flows
   B. Watts, amps and volts
   C. Differences between AC & DC currents
   D. Functions of conductors, resistors, and insulators
   E. Safety precautions
II. Building a Continuity Tester
   A. Open, complete and short circuits
   B. Fundamentals of light bulbs, switches, batteries, fuses and bells
   C. Methods of connecting wires
III. House Wiring
   A. Servicing the entrance panel
   B. Types of wires, sizes and color codes
   C. Boxes and connecting fixtures
   D. Wiring lights, switches and receptacles
   E. Special circuits such as heaters, door bells and motors
IV. Automotive Systems
   A. Lighting, starting and switches
   B. Trouble-shooting ignition systems
   C. Charging systems and batteries

Teaching Styles

Present facilities can accommodate ten to twelve students. Each student actually works with the equipment individually or in small groups. After receiving basic instruction via lectures and discussions, students learn "how" things work through joining wires and then find out "why." Complex technical formulas are avoided as much as possible. Students make a continuity tester and then use it to test other circuits that they wire.

Student Parameters

Students are expected to attend classes regularly and make up any absences. They are expected to cover most of the topics provided and may then pursue special areas of interest in depth or on an independent basis.

Evaluation

Pass-Fair grades are given based on attendance and active participation. Students are expected to make a continuity tester and to wire lights, switches, receptacles, door bells, etc. Individual alternatives can be arranged.

Modular Configuration

This course meets for four mods, once a week, for two facets.

Texts

Exploring Electricity, Rollain, Phillip I., and Kraus, Thomas E., Delmar Pub., Albany, N.Y.: 1971.

Electricity & Electronics, Loper, Orla E. and Ahr, Arthur F., Delmar Pub., Albany, N.Y.: 1968.

Industrial Arts Electricity, Lush, Clifford and Engle, Glenn E., Bennett Pub. Co., Peoria, Ill.: 1965.

Home Electrician, Daniels, George, Popular Science, Harper & Row, New York, N.Y.: 1964.

House Wiring, Mix, Floyd, Goodheart-Wilcox Co., Inc., South Holland, Ill.: 1973.

Repairing Small Electrical Appliances, Hertzberg, Robert, Arco Pub. Co., Inc., New York, N.Y.

Electrical Repairs, Day, Richard, Arco Pub. Co., Inc., New York, N.Y.: 1969.

How to Repair (Appliances), Campbell, Edward A., Arco Pub. Co., Inc. New York, N.Y.: 1957.

Simplified Electrical Repairs, Drann, Donald R., Easi-Bild Pattern Co., Inc., Briarcliff Manor, N.Y.: 1970.

Automotive Basic Electricity, Brandman, Monte L., McGraw Hill Book Co., New York, N.Y.: 1971.

Complete set of *"How To"* Booklets (50), Channel Lumber Co., Inc., Whippany, N.J.

JEWELRY AND LAPIDARY

This course combines two complementary areas; it enables students not only to design, shape and display their lapidary work, but also to enhance their jewelry designs. Students learn to design and fabricate articles of jewelry using a variety of metals and techniques. They also cut and polish precious and semi-precious stones and incorporate them in their jewelry settings. Techniques and processes stress a craft and hobby approach, with creative expression, instead of the use of industrial methods. Designs and procedures range from simple to complex, allowing students a wide range of choices. Many related objectives are stressed, such as the development of good and safe working habits, appreciation of natural resources and consumer awareness. There are no prerequisites for enrollment in this course. The following topics are presented for consideration:

I. Identification and Selection of Stones
   A. Characteristics and cost differences
   B. Design and layout of finished pieces
II. Lapidary Operations
   A. Sawing and slabbing
   B. Tumbling and rough grinding
   C. Dopping and faceting
   D. Finish grinding and polishing
   E. Carving and engraving
   F. Undopping and cleaning
   G. Mounting preparations
III. Identification and Selection of Metals Used
   A. Properties and cost differences
   B. Design factors and sketching

IV. Fabrication Methods and Procedures
   A. Wrought forming and drawing
   B. Centrifugal, and cuttle fish casting
   C. Joining by soldering, riveting and glueing
   D. Finishing and setting stones

Teaching Styles

After consultation with their instructor, the students select, design and make their own pieces. Demonstrations are presented by the instructor or other students, along with individual instruction. This course can accommodate twenty students with two instructors. The class is evenly divided between the two areas, jewelry and lapidary. Students rotate half way through the course. The group meets as one class, students observing one another and sharing ideas. Additional independent work is encouraged.

Student Parameters

Regular attendance is expected and absences are to be made up. Students must follow safety regulations and actively participate in the class work. Sketches of projects must be presented prior to commencing work and each student is expected to complete at least one major article in each of the areas.

Evaluation

A Pass-Fail grade is awarded based primarily on attendance, participation and accomplishment in accordance with ability. Self-evaluation is continuous, since each operation depends on correctly completing previous operations.

Modular Configuration

This course meets for two mods, twice a week on a 2-2 basis, for fourteen weeks, one facet for jewelry and the second for lapidary.

Texts

Jewelry Making, Bovin, Murray, Bovin Publishers, Forest Hills, N.Y.: 1967.

Creative Gold and Silversmithing, Choate, Sharr, Crown Publishers, Inc., New York, N.Y.: 1966.

Contemporary Jewelry, Morton, Philip, Holt, Rinehart, Winston, Inc., New York, N.Y.: 1970.

Design and Creation of Jewelry, Van Neumann, Robert, Chilton Book Co., New York, N.Y.: 1970.

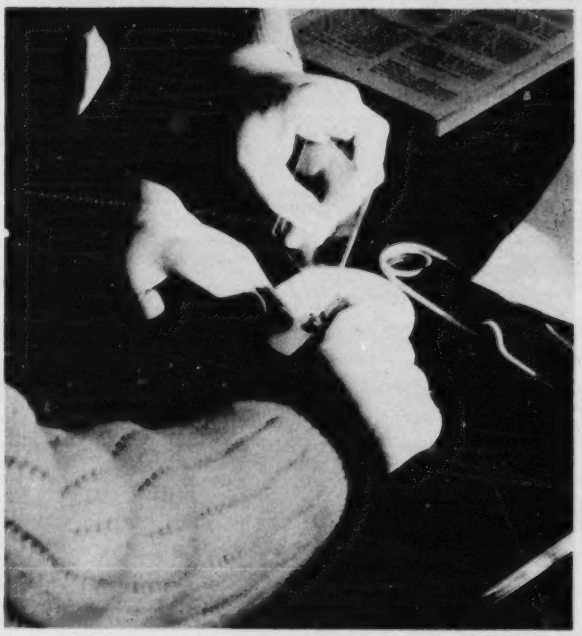
Handwrought Jewelry, Franke, Lois E., McKnight Pub., Chicago, Ill.: 1962.

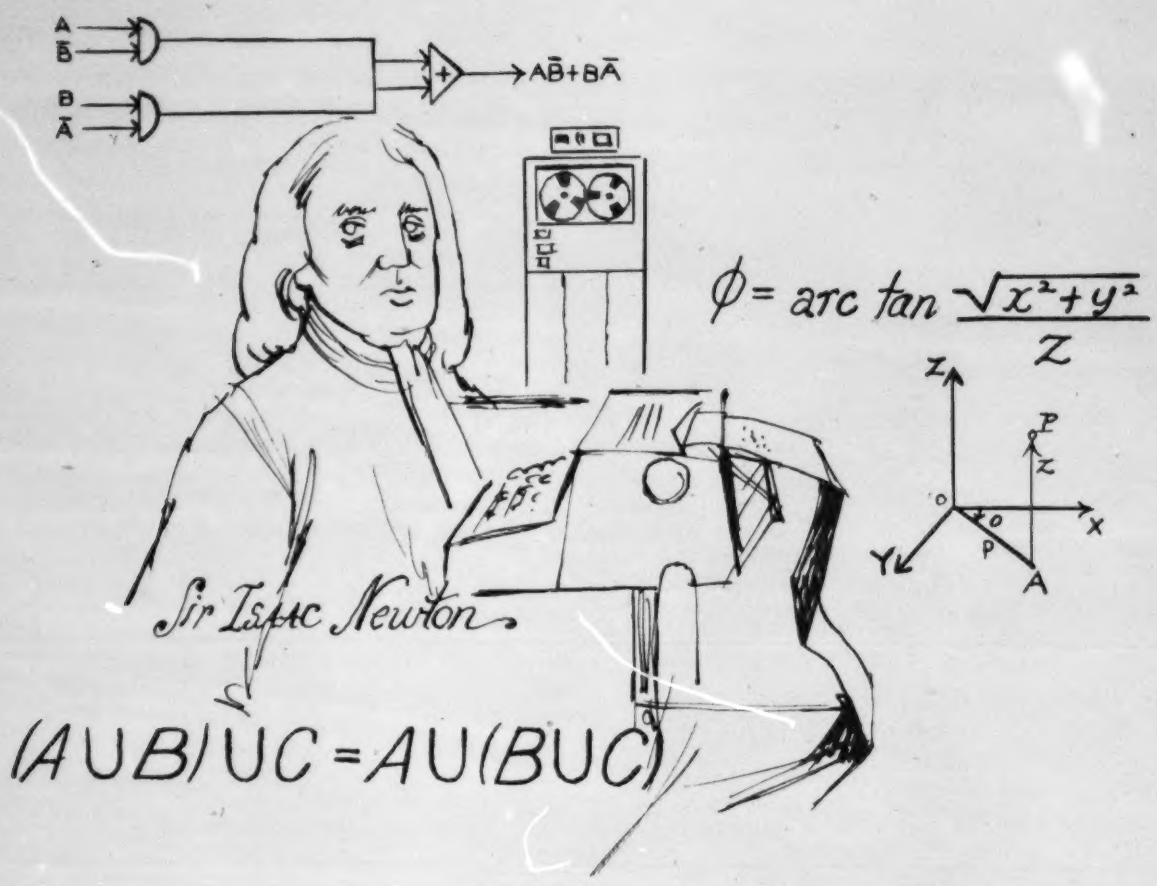
The following teachers designed and developed mini-courses in this section:

Mr. Harry Carter, *Chairman*

Mr. Frank Azzaro **Mr. Everett Burd**

Mr. William Frazee





Mathematics

Mathematics mini-courses span a wide range of topics designed to encourage students to continue with their training in this field. They are theoretical as well as practical, enabling students to choose subjects consistent with their backgrounds and abilities. These short-term offerings provide young people with the opportunity to experience mathematics which they can use in college, the workaday world, and future professional careers.

COLLEGE MATHEMATICS

The purpose of College Mathematics is to offer students the skills needed to complete successfully a basic modern college course after leaving high school. Emphasis is placed on visualizing and graphically representing mathematical expressions. Algebra and geometric concepts are presented in the study of linear, quadratic and polynomial functions. Topics include:

I. Linear Equations
   A. Solutions
   B. Formulas
   C. Inequalities
II. Quadratic Equations
   A. Graphs
   B. Solutions
III. Conic Sections
   A. Parabola
   B. Circle
   C. Ellipse
   D. Hyperbola
IV. Polynomial Functions
   A. Factor theorems
   B. Remainder theorems
   C. Synthetic division
   D. Solutions

Teaching Styles

Students enrolled in this course have a variety of mathematical backgrounds and skills. Because of this, teaching styles must be adjusted so as to meet their individual needs. Board work and one-to-one tutoring will be stressed.

Student Parameters

Each student is required to compile a notebook containing the basic material covered in class, along with corrected homework assignments.

Evaluation

Evaluation is made on the completeness of the student's notebook and the results of quizzes and tests. Consideration is given to the mathematical capability of each student. Students may opt for a letter grade or Pass-Fail.

Modular Configuration

This course meets for six mods a week on a 2-2-2 basis, during Facets 3, 4 and 5.

Text

Mathematics, Advanced Course, Elliott, W.W., Miles, Edward and Reynolds, Thomas, Prentice Hall, Inc., Englewood Cliffs, N.J.: 1962.

CONSUMER MATHEMATICS

Consumer Mathematics provides students with the mathematical skills and knowledge required in daily situations. Students are taught to make intelligent decisions based on interpretation of data, statistics and other factual material. In general, they learn how to handle the mathematics they need now as well as in the future by studying problems they will encounter in their everyday living. Topics covered include:

I. Consumer Decisions
II. Transportation
III. Income and Expenditures
IV. Housing
V. Clothing
VI. Food
VII. Taxation
VIII. Credit
IX. Banking
X. Insurance
XI. Investments

Teaching Styles

The teaching style generally used is "problem solving." At times the reciprocal method, whereby students working in pairs help one another learn specific concepts, is used to develop certain concepts.

Student Parameters

Students enrolled in this course have varying mathematical backgrounds, knowledge and interests. The students decide on the priority of topics to study as well as the depth of material in each area.

Evaluation

Grades in this course are determined jointly by the teacher and the student. Students may opt for letter grades or Pass-Fail.

Modular Configuration

The course meets for five mods a week on a 3-2 basis, for one facet.

Text

Consumer Mathematics, Lankford, Francis G., Jr., and Coe, William, E., Harcourt, Brace, Javonovich, Inc., New York, N.Y.: 1971.

INTRODUCTION TO COMPUTER PROGRAMMING

This course presents an overview of computers and computer programming so as to create an awareness of their importance in today's world. It introduces students to the logic, terminology and fundamental techniques of programming. BASIC programming language is taught and a terminal (teletype) to a PDP-8 computer is used in a "time-sharing" situation. The importance and use of computers in various occupations is studied. Topics covered include:

I. Flow Charting
II. Teletype Use
  A. Log in-log out procedure
  B. Paper tape
  C. Commands
III. Programming in BASIC
  A. Input/Output statements
  B. Subscripts
  C. Transfer of control
  D. Subroutines
  E. Strings
IV. Running a Program
  A. Initial dialogue
  B. Editing dialogue
  C. Corrections
  D. Listing
  E. Saving

Teaching Styles

The basic style of teaching used in this course is the lecture method. The overhead projector and the computer terminal are used as teaching aids. Once students begin to write programs, the teacher is used mainly as a resource person.

Student Parameters

Students enrolled in this course are expected to have basic understanding of fundamental mathematics. They are required to write flow charts and programs commensurate with their mathematics background. At the termination of this course, each student should have an understanding of BASIC programming language and be able to write and run simple programs.

Evaluation

Grading is based on the programs each student writes. Quality rather than quantity is stressed. Students may opt for letter grades or Pass-Fail.

Modular Configuration

This course meets for five mods a week on a 3-2 basis, for two facets.

Text

XBASIC and Focal Programming Manual, Trans Net Corporation, Union, N.J. (no date available)

INTRODUCTION TO TRIGONOMETRY

This subject presents the basic principles and applications of trigonometry. It is intended for students who desire an introduction to trigonometry rather than a tool for further study. The numerical aspects of Plane Trigonometry are studied together with simple trigometric identities and equations. A knowledge of elementary algebra is required. Topics covered include:

I. Angles
II. Trigonometric Functions
  A. General angle
  B. Acute angle
  C. Angles of any magnitude
III. Use of Tables
IV. Practical Application of Trigonometry
V. Reduction Formulas
VI. Relations
VII. Identities
VIII. Equations

Teaching Styles

Because of the varied mathematics backgrounds of the students enrolled in this course, the teaching techniques are predicated on the makeup of the class. Discussion, in the form of questions and answers, as well as student board work, is stressed.

Student Parameters

Students are expected to maintain a notebook containing key ideas presented in class, completed assignments and teacher prepared worksheets.

Evaluation

Evaluation is based on the completeness of the student's notebook, as well as the results of quizzes and tests. Consideration is given to the mathematical limitations of each student. Students may opt for letter grades or Pass-Fail.

Modular Configuration

This course meets for six mods a week on a 2-2-2 basis, during Facets 1 and 2 or Facets 3 and 4.

Text

Theory and Problems of Trigonometry, Schaum's Outline Series, Ayres, Frank, Jr., McGraw-Hill, New York, N.Y.: 1954.

LOGIC

This course presents the basic principles of elementary logic as a means of developing critical thinking. It attempts to reduce ways of thinking to specific symbols in order to test their validity. Students learn to analyze their arguments using formal principles of reasoning. This tends to increase their proficiency and avoids conclusions drawn from invalid thinking.

I. Terms and Definitions
II. Statements
III. Connectives
  A. Negation
  B. Conjunction
  C. Disjunction
  D. Implication
  E. Biconditional
IV. Truth Tables
V. Compound Statements
  A. Converse
  B. Inverse
  C. Contrapositive
VI. Language
VII. Methods of Proof
VIII. Arguments
  A. Valid
  B. Invalid
IX. Quantifiers

Teaching Styles

The basic instructional techniques used in this course are lecture and class discussion. Questions and answers are used in an attempt to have students think logically.

Student Parameters

Students are expected to attend class regularly.

They are required to maintain a notebook containing lecture notes, homework assignments and completed worksheets prepared by the teacher.

Evaluation

The completeness of the student's notebook, together with the results of quizzes and tests, is used for evaluation. Students may opt for a letter grade or Pass-Fail.

Modular Configuration

This course meets four mods a week on a 2-2 basis, during Facet 1 or Facet 3.

Texts

Fundamental Concepts of Mathematics, Harmon, Frank L. and Dupree, Daniel E., Prentice Hall, Englewood Cliffs, N.J.: 1964.

Mathematical Reasoning Unit 4 Logic, Harnadek, Anita, Midwest Publishing Co., Inc., Birmingham, Mich.: 1969.

MATHEMATICAL COMPUTER PROGRAMMING

The impact of computers and calculators on our world is self-evident. Students who intend to advance their education in the areas of mathematics, science or economics should have a working knowledge of computers and computer programming. This course provides this knowledge by presenting the logic, terminology and fundamental techniques of programming computers. BASIC programming language is taught and a terminal (teletype) to a PDP-8 computer is used in a "time-sharing" situation. In this way, students learn to write as well as run their own programs. This approach involves exposure to several different types of computers. Topics covered include:

I. Flow Charting
II. Assembly Language
III. Teletype Use
  A. Log in-log out procedure
  B. Paper tape
  C. Commands
IV. Programming in BASIC
  A. Input/Output statements
  B. Subscripts and loops
  C. Transfer of control
  D. Subroutines
  E. Strings
V. Running a Program
  A. Initial dialogue
  B. Editing Phase
  C. Corrections
  D. Listing
  E. Saving
VI. Advanced BASIC
  A. Statements
  B. Edit and control commands
  C. Error messages

Teaching Styles

The basic style of teaching used is the lecture method. The overhead projector and the computer terminal are used as teaching aids. Once the students begin to write programs, the teacher serves primarily as a resource person.

Student Parameters

Students enrolled in this course are expected to have a thorough knowledge of mathematical concepts. They are required to write flow charts and programs commensurate with their mathematics background. At the termination of this course, each student should have a firm foundation in the use of BASIC programming language. A minimum of one program a week is required.

Evaluation

The student's grade is based primarily on the programs he writes. Consideration is given to quality rather than quantity. Students may opt for a letter grade or Pass-Fail.

Modular Configuration

This course meets for five mods a week on a 3-2 basis, for three facets.

Text

XBASIC and Focal Programming Manual, Trans Net Corporation, Union, N.J. (no date available)

MATHEMATICS REVIEW FOR SCHOLASTIC APTITUDE AND ACHIEVEMENT TESTS

These subjects are intended for students preparing for the College Entrance Examination Board tests—Scholastic Aptitude Test (SAT) and/or Mathematics Achievement Test (ACH). They focus upon the application of knowledge and logical thought rather than recall. Sample materials and timed aptitude tests are used to provide an opportunity for students to experience the format used on the tests. Topics to be covered include a general review of arithmetic, algebra, geometry and modern mathematics.

Teaching Styles

Students are given an outline of general areas to be reviewed, but work at their own pace in covering as much material as they are able. The teacher is used as a resource person to provide individual help when needed.

Student Parameters

Students are expected to complete a general review of arithmetic, algebra and geometry, since these are the main areas included in the CEEB tests. A course outline details the minimum work expected of each student.

Evaluation

Grading in these courses is on a Pass-Fail basis and is based on effort rather than performance, since correction of mistakes is considered vital during this review.

Modular Configuration

These courses meet six mods a week on a 3-3 basis. SAT Review meets during Facet 1, while ACH Review meets during Facet 2.

Texts

SAT Review–Mathematics for the College Boards–SAT and PSAT, Rich, Barnett, Amsco Publishing Company, New York, N.Y.: 1967.

ACH Review–Mathematics for the College Board:–*ACH*, Rich, Barnett, Amsco Publishing Company, New York, N.Y.: 1970.

MATHEMATICS SEMINAR

Seminars in mathematics are offered to students who find it necessary to satisfy a specific requirement as outlined by a particular college. They are individually tailored for each student. The topics covered depend upon specific student needs.

Teaching Styles

The course is conducted on a tutorial basis. Students are expected to do a great deal of independent work.

Student Parameters

This course is available to any student, regardless of prior mathematics background, who finds a need for an area of mathematics that he/she may not have studied.

Evaluation

A grade of Pass-Fail is awarded based on student interest and depth of involvement.

Modular Configuration

The assigned meeting time is arranged by the teacher according to the free time in a student's schedule.

Text

(Varies with course content)

METRIC SYSTEM

This course is intended to prepare students for the nation's conversion to a metric system standard. It stresses multiplication rather than division, using conversion factors sufficiently accurate for everyday use. It makes students aware of the increasing use of metric measure in the world today. The units of study include:

I. Linear Measurement
II. Area
III. Volume
IV. Capacity
V. Weight
VI. Temperature

Teaching Styles

Students work at their own pace during scheduled time, using a programmed text. The teacher is used as a resource person.

Student Parameters

This course is designed for students who have not had a sufficient exposure to the metric system in science courses. Students are required to complete a prescribed amount of work as outlined by the teacher.

Evaluation

Students are graded Pass-Fail on the basis of the work completed in the text.

Modular Configuration

Metric System meets four mods a week on a 2-2 basis, for one facet.

Text

Understanding the Metric System, Miller, David M., Allyn and Bacon, Inc., Rockleigh, N.J.: 1973.

NUMBER SYSTEMS

This course provides a thorough investigation of our base ten numeration system. The study of other base systems helps better to understand the principle of grouping as well as the concept of place value. Advantages and disadvantages of other numeration systems, together with their uses, are studied. Fundamental operations in these many systems are presented to help students understand our common base system. Topics covered include:

I. Ancient Numeration Systems
  A. Symbols
  B. Operations
  C. Evaluation
II. Exponents
  A. Meaning
  B. Place value
  C. Expanded rotation
III. Counting
IV. Grouping
V. Converting
VI. Operations in Other Bases
VII. Advantages/Disadvantages
VIII. Applications

Teaching Styles

Directed learning and the question-answer technique are used throughout the course.

Student Parameters

Students are expected to master the fundamental operations and learn the symbols for several numeration systems. They are required to complete a number of teacher prepared worksheets.

Evaluation

Quizzes and tests are given periodically and students may opt for a letter grade or Pass-Fail.

Modular Configuration

This course meets four mods a week on a 2-2 basis, for one facet.

Text

Mathematical Reasoning Unit 6, Harnadek, Anita, Midwest Publishing Company, Birmingham, Mich.: 1969.

PLANE TRIGONOMETRY, ANALYTIC GEOMETRY PRE-CALCULUS I, PRE-CALCULUS II

These courses provide students with a thorough understanding of specific mathematical concepts fundamental to each of the disciplines. They may be taken singly or in sequence, but each course is a prerequisite for the succeeding one. Emphasis is placed on learning mathematical vocabulary, symbols and problem solving. Students learn curve sketching rather than meticulous graphing.

Sufficient drill exercises are incorporated so as to enable students to carry out essential manipulations accurately and rapidly. An attempt is made to eliminate rote memorization while developing knowledge of mathematical structure. Topics covered include:

PLANE TRIGONOMETRY

I. Functions
   - A. Acute angles
   - B. Trigonometric ratios
   - C. Reciprocal
   - D. Complementary
   - E. Special angles

II. Identities
III. Equations
IV. Angles of any magnitude
V. Graphs
VI. Formulas
VII. Logarithms
VIII. Solution of Triangles
   - A. Right
   - B. Isosceles
   - C. Oblique

IX. Laws
   - A. Sine
   - B. Cosine
   - C. Tangent

X. Areas of Triangles

ANALYTIC GEOMETRY

I. Quadratic
   - A. Functions
   - B. Equations

II. The Parabola
   - A. Focus
   - B. Vertex
   - C. Directrix
   - D. Axis of symmetry

III. The Circle
   - A. Center
   - B. Radius

IV. The Ellipse
V. The Hyperbola
VI. Simultaneous Equations
   - A. Linear
   - B. Quadratic
   - C. Curves

VII. Curve Recognition

PRE-CALCULUS I

I. Polynomial
   - A. Functions
   - B. Equations

II. Theorems
   - A. Remainder
   - B. Factor

III. Synthetic Division
IV. Location of Roots
   - A. Rational
   - B. Irrational
   - C. Imaginary

V. Formation of Equations
VI. Solution of Inequalities

PRE-CALCULUS II

I. The Derivative
   - A. Slope
   - B. Rate of change

II. Limits
III. Special Derivatives
IV. Applications
V. Differentiation
VI. Maxima and Minima
VII. Concavity
VIII. Points of Inflection
IX. Integration
   - A. Formulas
   - B. Area
   - C. Volume

Teaching Styles

A variety of teaching styles is employed in these courses. Major emphasis is placed on active student involvement. Lectures are given with time allotted for questions. Board work and in-class assistance are provided.

Student Parameters

Students enrolled in these courses are expected to attend all class meetings and maintain an active role. Additional help is offered in the mathematics resource center upon student request.

Evaluation

Grading is based on tests, quizzes, class participation, homework assignments and evidence of student interest.

Modular Configuration

These courses meet for seven mods a week on a 3-2-2 basis. Plane Trigonometry meets during Facets 1 and 2; Analytic Geometry during Facet 3; Pre-Calculus I during Facet 4 and Pre-Calculus II during Facet 5.

Texts

Plane Trigonometry

Modern Trigonometry, Wooton, William, Beckenbach, Edwin, and Dolciani, Mary, Houghton-Mifflin, Boston, Mass.: 1966.

Analytic Geometry, Pre-Calculus I-II

Mathematics–Advanced Course, Elliott, W.W., Reynolds, Thomas, and Miles, Edward, Prentice Hall, Englewood Cliffs, N.J.: 1962.

Modern Introductory Analysis, Dolciani, Mary, Beckenbach, Edwin, Jurgensen, Ray, Donnelly, Alfred, and Wooton, William, Houghton-Mifflin, Boston, Mass.: 1970.

PROBABILITY AND STATISTICS

The fundamental concepts and the basic laws of probability and statistics, as they apply to modern day living, form the scope of this course. Students are encouraged to think creatively about mathematics, to develop a formal, axiomatic approach to probability and to make decisions based on statistical methods. Successful completion of second year algebra is a prerequisite for class enrollment. Topics covered include:

I. Probability
   A. Definitions
   B. Applications
   C. Axiomatics
   D. Sample paces
II. Permutations
III. Combinations
IV. Probability
   A. Union
   B. Successive events
   C. Conditionals
V. Theorems
VI. Data
   A. Presentations
   B. Descriptions
   C. Theorems
VII. Distributions
   A. Theoretical
   B. Binomial
   C. Normal
VIII. Inferential Statistics
   A. Sampling
   B. Testing
IX. Game Theory

Teaching Styles

This course uses lecture and question-answer methods of teaching.

Student Parameters

Students are expected to gain an understanding of the basic ideas of probability and statistics. They are required to complete homework assignments as given.

Evaluation

Quizzes, tests and teacher evaluation are used to determine grades. Students may opt for letter or Pass-Fail marks.

Modular Configuration

This course meets seven mods a week on a 3-2-2 basis, for two facets.

Text

Probability and Statistics, Willoughby, Stephen S., Silver-Burdett Co., Division of General Learning Co., Morristown, N.J.: 1968.

SETS AND VENN DIAGRAMS

This course deals with the idea of sets as a unifying concept in mathematics. It gives the student an opportunity to learn about and work with a topic that is quite simple yet very useful in stating mathematical ideas. Venn diagrams are presented as a graphic method of representing sets and set relationships and how they may be used to solve problems. Topics covered include:

I. Sets
   A. Well defined
   B. Finite
   C. Infinite
   D. Empty
II. Subsets
III. Universal Set
IV. Complement
V. Operations
   A. Union
   B. Intersection
   C. Laws
VI. Venn Diagrams
   A. Disjoint sets
   B. Overlapping sets
   C. Equal sets
VII. Problem Solving

Teaching Styles

This course is designed to accommodate a small group of students. Instructional activities include lecture, discussion and problem solving.

Student Parameters

Students are required to maintain a notebook to include lecture notes and homework assignments. A number of teacher prepared worksheets must also be successfully completed.

Evaluation

Grades are determined on the basis of quizzes, notebook and completed worksheets. Students may opt for a letter grade or Pass-Fail.

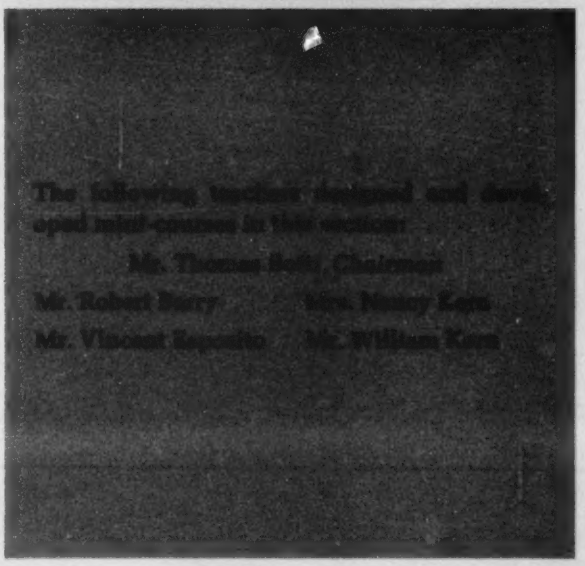
Modular Configuration

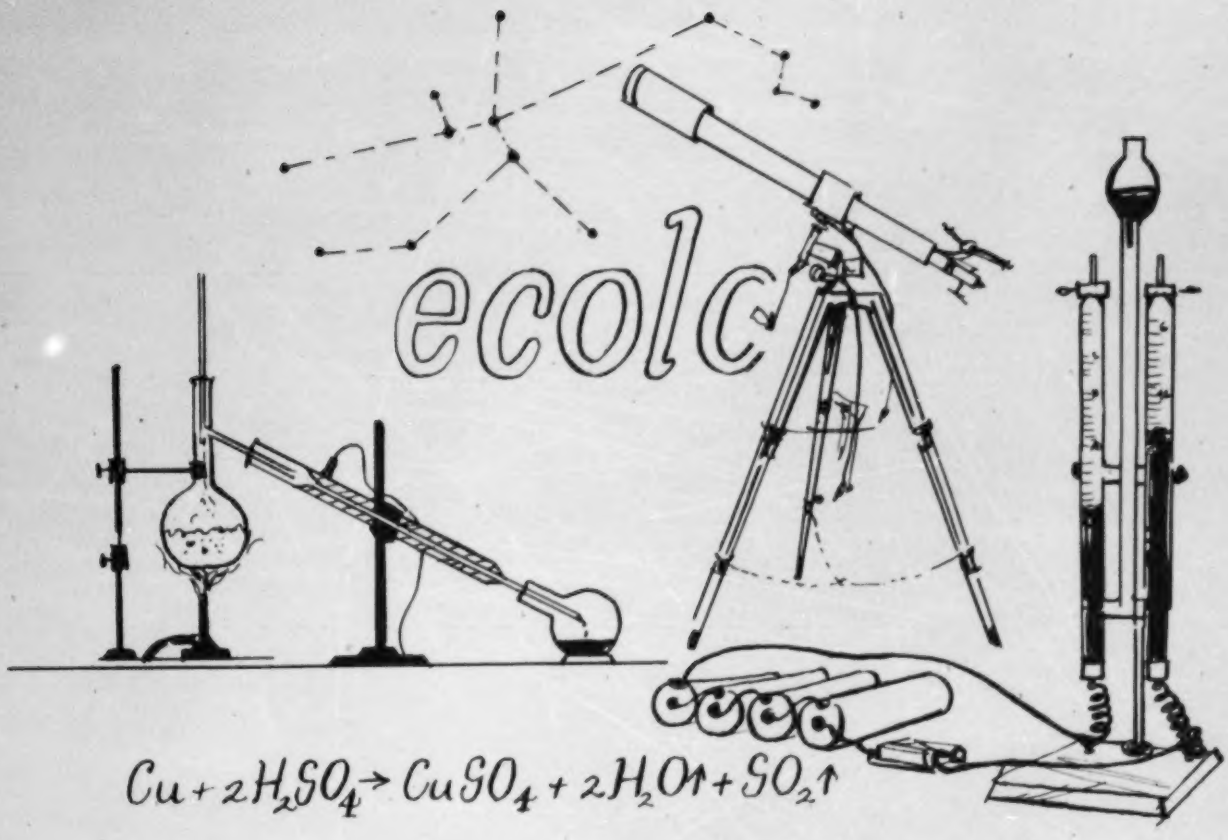
This course meets for a total of four mods a week on a 2-2 basis, for one facet.

Texts

Mathematical Reasoning Unit 11 Sets, Harnadek, Anita, Midwest Publishing Company, Birmingham, Mich.: 1969.

Fundamental Concepts of Mathematics, (Chapter 2), Harmon, Frank L. and Dupree, Daniel E., Prentice Hall, Englewood Cliffs, N.J.: 1964.





Sciences

Science mini-courses were designed for the following reasons: to meet requests or needs by students, such as with Nutrition; to supplement year-long traditional courses, such as with Astronomy or Unique Ecological Areas of New Jersey; to use advantageously the particular personal hobbies of teachers, such as with Entomology or Wandering Continents; and to introduce a vocational pursuit, such as with Laboratory Technology. Students may take these courses on a Pass-Fail basis or for letter grades. This removes much of the pressure usually associated with many traditional courses in this discipline.

ADVANCED PHYSICS

Advanced Physics is designed for students who wish to pursue the subject or a related field at a college level. Upon its completion students are encouraged to take the Advanced Placement exam for possible college credit. A knowledge of calculus and higher mathematics is necessary. Students are given an opportunity to work on special projects during the school year. The following topics are covered:

I. Mechanics
  A. Statics
    1. Equilibrium of a particle
    2. Equilibrium of rotation
  B. Kinematics and Dynamics
    1. Straight line motion
    2. Newton's second law
    3. Two dimensional motion
    4. Work and energy
    5. Impulse and momentum
    6. Rotation
    7. Harmonic Motion
  C. Fluid Mechanics

II. Heat and Thermodynamics
  A. Heat and heat measurement
  B. Thermodynamics

III. Wave Motion
  A. Traveling waves
  B. Acoustical phenomena

IV. Electricity and Magnetism
  A. Statics
  B. Current
  C. Magnetism
  D. Electromagnetic inductions

V. Electromagnetic waves
  A. Waves in general
  B. Light

VI. Atomic and Nuclear Physics
  A. Atoms
  B. The nucleus

Teaching Styles

The course comprises lectures on fundamental areas followed by small group discussions, laboratory work and problem solving. Several field trips are taken to nearby facilities.

Student Parameters

Students are expected to spend considerable time working in the laboratory. They must also make presentations to the class and possibly serve as tutors for the first year physics students. They are required to develop an independent project for the course. Prerequisites are Physics I and Advanced Mathematics as well as permission from the instructor. Concurrent enrollment in Calculus is desired.

Evaluation

Final evaluation includes completion of a major project and successful solutions of laboratory problems. Grades are determined by conferences between the instructor and the students.

Modular Configuration

The class meets seven mods per week in a 3-2-2 pattern for five facets (the entire year).

Text

University Physics, Sears, Francis and Zomonski, Mark, Addison Wesley, Reading, Mass.: 1970.

ASTRONOMY

This descriptive course attempts to develop a familiarity with the sky through the use of the telescope as well as classroom study. It includes astronomical history which makes the student aware of previous concepts and current thinking on major topics. It shows that the history of astronomy is a reflection of the history of man. The following topics are considered.

I. Models of the Universe
  A. What is a model
  B. The universe
  C. Greek model
  D. Heliocentric

II. Newtonian Mechanics
  A. Laws of motion
  B. Universal gravitation
  C. Celestial mechanics
  D. Orbits
  E. More than two bodies

III. Earth and Sky
  A. Motion of the earth
  B. Relationship of the earth and the sky
  C. Revolution of the earth
  D. Time and calendar

IV. Light
  A. Nature and properties
  B. Astronomical instruments
  C. Block body radiation
  D. Light from the stars

V. Stars
  A. Distance
  B. Weighing and measuring
  C. Stellar population
  D. The sun, a typical star

VI. Comets and Meteors

VII. Cosmology

Teaching Styles

The course is designed to motivate the student toward developing a curiosity concerning the universe so that he will do independent study on his own. Class size is limited to allow for student-student and teacher-student discussion. Factual material in lecture form is presented by the teacher and in-class problems are raised which the students are asked to solve. Trips to planetariums are encouraged.

Student Parameters

Students are expected to attend classes regularly. They are also encouraged to read current material and follow star positions, and are required to spend a period of time looking through the high school's telescope. Algebra I is a prerequisite.

Evaluation

Individual conferences are held with each student at the beginning of the course and criteria are established. Final evaluation is made in conference with each student according to these criteria.

Modular Configuration

This course meets eight mods per week in a 3-3-2 pattern for two facets.

Text

Exploration of the Universe, Abell, George, Holt, Rheinhart, Winston, New York, N.Y.: 1967.

ENTOMOLOGY

This course is designed to familiarize students with the structures and habits of numerous insects. It is aimed at stimulating interest in insects and may possibly lead to a hobby in this field or to a future pursuit in college. Each student is encouraged to make an insect collection. The following topics are covered:

I. The Science of Entomology—an overview
II. What is an Insect?
  A. How to study insects
  B. How to collect insects
  C. Importance to man
III. Evolution of Insects
IV. Classification
V. Insect Morphology
VI. Physiology
  A. Respiratory system
  B. Circulatory system
  C. Digestive system
  D. Excretory system
  E. Nervous system
  F. Muscle system
  G. Reproduction
VII. Insect Defense Mechanisms
VIII. Insect Role in Biosphere

Teaching Styles

The lecture method is used to introduce students to basic concepts. Collection of insects is followed by numerous laboratory sessions. Field work is done in groups and each student is encouraged to work on his own time. Several films are shown.

Student Parameters

All students are required to attend class and participate in the numerous field trips. A student collection is required. Each person is expected to participate in small group discussions.

Evaluation

Written and oral reports are made, but the emphasis is on work done in the laboratory and in the field. The final grade is determined through a conference between the teacher and student.

Modular Configuration

The class meets for seven mods per week in a 2-2-3 pattern for two facets.

Texts

Principles of Insect Morphology, Snodgrass, Robert E., McGraw Hill, New York, N.Y.: 1935.

The Principles of Insect Physiology, Wigglesworth, V.B., Halsted Press, New York, N.Y.: 1973.

FOSSILS AS A KEY TO THE PAST

This course establishes a basis for the theory of evolution using the fossil record. It tries to apply the concept of uniformitarianism to describe ancient environments by relating them to life in the earth's past. The final part of the course attempts to predict the evolutionary trends of present day life forms. The following topics are considered:

I. Changes in Living Things
  A. Fossils
  B. Geologic time on the earth
  C. Geologic environments
II. Fossils as Keys to the Past
  A. Life in the sea
  B. Transition of life to land
  C. Land plants
  D. Reptiles and mammals
  E. Man
III. Recreating Ancient Environments through the Application of Fossil Evidence
  A. Devonian fossil bioherm
  B. Pennsylvanian plant swamp
  C. Miocene coastal plain

Teaching Styles

The students are expected to attend all classes. Most material in class is presented in small group discussions. There is one important field trip, and considerable laboratory work using fossil collections provided by the instructor. Students try to form their own collections from this field trip.

Student Parameters

Students spend considerable time working in small groups with the instructor. They are encouraged to develop their own collections. The laboratory is open to the students during their free mods for extra work. Biology is a prerequisite.

Evaluation

Students are required to complete ten specific laboratory exercises. They must also take tests designed to determine their ability to apply learned principles to theoretical problems. Finally, they are required to discuss related geological problems and to apply scientific principles to related studies competently. A student-teacher conference concludes the work.

Modular Configuration

The class meets for seven mods per week on a 3-2-2 basis, for two facets.

Text

Ancient Environments, Laporte, L.F., Prentice Hall, Inc., Englewood Cliffs, N.J.: 1968.

GENETICS

This course is designed to make students aware of the field of genetics as it relates to practical, present-day biological problems. It is meant as a review of terms and problems studied in General Biology, followed by readings and guest presentations by specialists who deal with this science on a day-to-day basis. The course is divided into two parts:

I. The Mechanics of Genetics
  A. Vocabulary—a review and glossary of terms
  B. Genetic Crosses
    1. Cell division

2. Reduction division
3. Dominance and recessiveness
4. Sex-linkage
5. Human characteristics

II. Topics for In-Depth Study (Using outside readings and selected guest speakers)
A. Sex-linkage
B. Radiation and genetics
C. Plant propogation
D. Pathology, cancer and blood
E. Genetics and mental illness
F. Selected animal breeding

Teaching Styles

Part I of this course is presented in lecture-recitation form with extensive blackboard work. Part II uses outside readings, reports and guest lectures.

Student Parameters

Students are expected to read extensively and attend class regularly. No credit is awarded for students who miss more than three class meetings.

Evaluation

Students may opt for letter grades or Pass-Fail and are graded according to their contribution to the class.

Modular Configuration

The course meets five mods per week for one facet on a 3-2 basis.

Text

Heredity, An Introduction to Genetics, Winchester, A. M., Barnes and Noble, a Division of Harper and Row, New York, N.Y.: 1972.

INTRODUCTION TO FIELD GEOLOGY

This course is designed for students with no previous experience in Earth Science. It is meant to help the novice understand the meaning of the land around him as it relates to the history of the earth. The student learns to detect and classify basic processes which currently affect the surface of the earth. It is hoped that students will learn to recognize and become conversant with the problems created by the interference of man with natural earth processes. The following topics are considered:

I. Materials of the Earth
A. Igneous
B. Sedimentary
C. Metamorphic

II. Crustal Movements
A. Fossils as evidence
B. Metamorphism as evidence
C. Types of movement
D. Results of movement

III. Water as an Agent of Change
A. Rivers
B. Groundwater
C. Waves along the shore
D. Glaciers

IV. Wind as an Agent of Change
A. Erosion
B. Development of wind-related sand features
C. Interpretation of wind-related landscapes

V. Landscapes as a Part of Earth History

VI. The Geologist in the Field
A. Proper field methods
B. Thorough field observation
C. Mapping

Teaching Styles

Small group discussions of concepts are followed by laboratory exercises. Several field trips are taken to demonstrate the concepts learned in the classroom. Students are required to use tools in the field.

Student Parameters

Students are expected to attend all classes and participate in small group discussions. Field trips are an important part of the course. There are no prerequisites for the course, but students who have had earth science are not permitted to enroll.

Evaluation

Tests designed to determine the ability to use concepts in theoretical field problems are given, and laboratory exercises are conducted. Ability to perform in the field is an important consideration. The final grade is determined in conference with the teacher.

Modular Configuration

The class meets for five mods per week in a 2-3 pattern for two facets.

Texts

Introduction to Geology, Stokes, William Lee and Judson, Sheldon, Prentice Hall, Inc., Englewood Cliffs, N.J.: 1967.

Ideas from Geology, Page, Lou Williams, Addison Wesley, Reading, Mass.: 1973.

LABORATORY TECHNOLOGY

Laboratory Technology offers students a variety of techniques supplemented by visits to several local institutions and agencies. The course is designed for persons interested in medicine, veterinary medicine or nursing. It provides the basic knowledge and skills necessary for working with laboratory equipment and materials. The following topics are covered:

I. Basic Chemical Information
A. Acids, bases and salts
B. Solutions, suspensions and colloids
C. Reagents
D. Stains, dyes and indicators

II. Laboratory Equipment (An explanation of the care and use of balances, microscopes, filtration and titration equipment, etc.)

III. Scientific Procedures (The scientific method as applicable to the lab tech field)

IV. Testing Procedures
A. Medical Technology
1. Urinalysis
2. Hematology
3. Blood chemistry
B. Veterinary Technology
1. Feces analysis
2. Care and feeding
C. Biological Technology
1. Bacteriological techniques
2. Tissue analysis
D. Industrial Technology
1. Chemical
2. Pharmaceutical
3. Metallurgical
4. Pollution control

Teaching Styles

Students are required to follow instructions carefully. After each exercise there is discussion, in small groups, regarding the results. Field trips to nearby facilities are taken to demonstrate the practical

usage of various techniques learned in the school laboratory.

Student Parameters

Considerable emphasis is placed on individual student work and experimentation. Class periods are used for discussions and planning. There are numerous field trips. Students are expected to make up the work missed from other classes. Biology and chemistry are prerequisites.

Evaluation

Grades are determined by the student in conjunction with the teacher. Standards are set by the class, and each student is asked to evaluate achievements based upon specific aims.

Modular Configuration

The class meets for eight mods in a 3-3-2 pattern for two facets.

Texts

Specific printouts prepared by the instructor (laboratory worksheets).

MARINE ECOLOGY

The course is designed to introduce basic principles of Marine Ecology and examine the application of these principles in local marine settings. This is accomplished by encouraging students to examine the chemical, physical and biological aspects of the sea in as much detail as they desire. The following topics are considered:

I. Physical Properties
   - A. Water
   - B. Density
   - C. Heat budget
   - D. Waves
   - E. Tides
   - F. Circulation of oceans

II. Chemical Properties
   - A. Chemistry
   - B. Hydrosphere
   - C. Sediments
   - D. Desiccation

III. Biological Properties
   - A. Biological population
   - B. Plants
   - C. Animals
   - D. Interactions
   - E. Special problems

IV. Man and the Marine environment
   - A. Energy and nutrient
   - B. Environmental factors
   - C. Man's effect on the sea
   - D. Benefits to sea by man
   - E. Benefits to man by sea

Teaching Styles

The initial approach is through lecture until the student becomes familiar with the basic material. Following that, most of the time is devoted to field trips and collections which are brought to the lab for continued work. Students work as a class to prepare a booklet containing text and pictures describing the events and findings of the field aspects of the course. Films are shown when appropriate.

Student Parameters

Students are required to participate in several field trips which last the entire day. They are also required to make up work in other courses which they missed. Much of the planning for the labs and field trips is done by the students. Biology is a prerequisite.

Evaluation

Methods are determined on an individual basis with each student. There are lab reports, small projects and facet tests. The final evaluation is made through individual conferences between the student and teacher.

Modular Configuration

The class meets seven mods per week in a 2-2-3 pattern for three facets.

Texts

Marine Ecology, Moore, Hilary B., Wiley, New York, N.Y.: 1958.

The Earth and Its Oceans, Duxburry, Alyn C., Addison Wesley, Reading, Mass.: 1971.

Additional reference works found in the library will also be used.

NUTRITION

This course is designed to give the student a rational approach to nutrition. In addition to diet and calories, consideration is given to government agencies which regulate food and drugs and to the bias created by advertising the values of various foods. Students are also made aware of the numerous additives found in many foods. The following topics are covered:

I. Things Which Prevent Improvement of Diet
   A. Ignorance and prejudice
   B. Cultural habits
   C. Fads and false advertising
   D. Complacency
   E. Poverty
II. Classes of nutrients
   A. Proteins
   B. Fats
   C. Carbohydrates
   D. Water
   E. Vitamins
   F. Minerals
III. Four Major Food Groups
IV. Metabolism
   A. Basal
   B. Calorie requirement
   C. Factors which influence
   D. Estimation of energy requirements
V. Food Additives
VI. Regulatory Agencies

Teaching Styles

Most of the course material is presented in small group activity. Teacher lectures, as well as student reports and interviews with local citizens involved with foods and diets, are used.

Student Parameters

All students are expected to attend class regularly. Oral reports are given on a variety of topics. Each student is required to estimate his calorie requirements and record, for a period of time, his approximate caloric intake.

Evaluation

Students decide upon their realistic goals and their grade is then self-determined. The final grade is reported to the teacher in individual conferences.

Modular Configuration

The class meets four mods per week in a 2-2 pattern for two facets.

Text

Nutrition and Physical Fitness, Bogert, L., Briggs, Jean and Calloway, Saunders, Phila., Pa.: 1973.

OCEANOGRAPHY

The course gives a general survey of marine science focusing on the relationships between the physical and biological factors of the marine environment. Where possible, the student is shown the effects of pollution of the sea in this particular locale. The following topics are considered:

I. Oceans
   A. Topography
   B. Basins
   C. Beaches
II. Sediments
   A. Sources
   B. Transportation
   C. Classification
   D. Rate of sedimentation
III. Chemistry of Sea Water
   A. Salinity
   B. Dissolved gasses
   C. Nutrients in the sea
IV. Physical Properties
   A. Density
   B. Diffusion
   C. Thermal properties
V. Biological Populations
   A. Plants
   B. Animals
   C. General distribution
   D. Worldwide distribution
VI. Circulation of the Oceans
   A. Closed-cell surface
   B. Vertical circulation
   C. Vertical layering
VII. Waves
VIII. Tides

Teaching Styles

Initially there are several lectures to familiarize the student with basic terms. There is considerable small group activity in which planning takes place. Several excellent films are shown. A number of trips are taken, culminating with a day at sea on a chartered boat.

Student Parameters

Students are expected to attend all classes. There is considerable small group interaction for planning and interpretation of data. Students are expected to turn in one major paper or project and are required to spend entire days doing work on numerous field trips. Biology is a desired prerequisite, but not absolutely necessary.

Evaluation

There are several written and oral reports and a number of laboratory exercises. One major project or term paper is required. Final evaluation is made through individual conferences with the instructor.

Modular Configuration

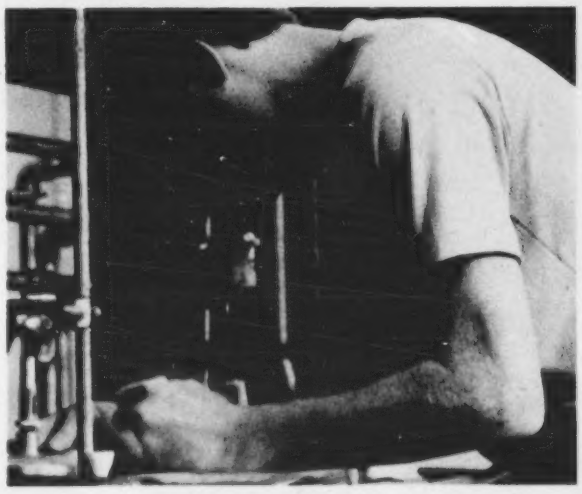
The class meets for seven mods per week in a 2-2-3 pattern for three facets.

Texts

The Earth and Its Oceans, Duxburry, Alyn C., Addison Wesley, Reading, Mass.: 1971.

Introduction to Oceanography, Ross, David A., Appleton, New York, N.Y.: 1970.

An Introduction to Oceanography, King, C.A.M., McGraw Hill, New York, N.Y.: 1963.



UNIQUE ECOLOGICAL PROBLEMS IN NEW JERSEY

The course attempts to develop an understanding of the fundamental principles and concepts in ecology. Considerable time is spent on field trips to several unique ecological areas in the State of New Jersey where tests and laboratory exercises are conducted. Students discuss, upon returning, the problems involved in maintaining the ecology of these areas. The following topics are considered:

I. Fundamental Principles of Ecology
   A. Physical factors
   B. Biological factors
   C. Food chains and webs
   D. Producers
   E. Primary consumers
   F. Secondary consumers
   G. Decomposers
   H. Habitat, niches and heredity
   I. Community
   J. Succession
   K. Ecosystems
   L. Conservation and pollution

II. Areas Which May Be Visited
   A. Island Beach State Park
   B. Lebanon State Park
   C. Holmdel County Park
   D. Stokes State Forest
   E. Turkey Swamp County Park
   F. Colliers Mills
   G. Cheesequake State Park
   H. Barnegat Bay
   I. Telegraph Hill Park

Teaching Styles

The course consists of introductory lectures to familiarize the student with basic concepts. Following these lectures, field trips are taken to collect laboratory materials. The maximum number of students permitted to enroll in the course is ten, because of the limitation of vehicles used for transportation.

Student Parameters

Students are expected to attend all classes. They plan most of the program with help from the instructor. They are required to take several all day trips and must be prepared to make up work missed in other classes. Students are encouraged to take trips to other areas of interest on their own on weekends or during vacations.

Evaluation

Students are given the opportunity to select the methods of grading and evaluation to be used and each individual is given the option of Pass-Fail or letter grade. The selection is made during the first two weeks of the course. Final grades are determined by conferences with each student.

Modular Configuration

The course meets for eight mods per week in a 3-3-2 pattern for three facets.

Text

Vegetation in New Jersey, Robichaud, B. and Buell, N., Rutgers, New Brunswick, N.J.: 1973.

THE WANDERING CONTINENTS

The course uses recent research concerning the causes and effects of continental drift to show the development of the earth's topography through the concept of plate tectonics. It illustrates how a theory gains credibility through a preponderance of evidence gathered scientifically. The following topics are considered:

I. Development of a Theory
II. Theory of Continental Drift
   A. Pre-Wegener
   B. Wegener
III. Modern Breakthrough in the Theory
   A. Paleomagnetism
   B. Paleoclimatology
   C. Ocean floor exploration
IV. Relation of Continental Drift to Current Earth Activity
V. Reinterpretation of the History of Our Planet

Teaching Styles

Most of the course consists of small group discussions based on outside readings. There is little laboratory work and no field trips are made.

Student Parameters

Students are expected to attend all classes and take part in the small group discussions. There is no prerequisite for the course and one major paper is required.

Evaluation

The student should have a working knowledge of the probable mechanisms of continental drift. He should complete all reading assignments and have proof that he has done additional reference work. Final grade is determined in conference between teacher and student.

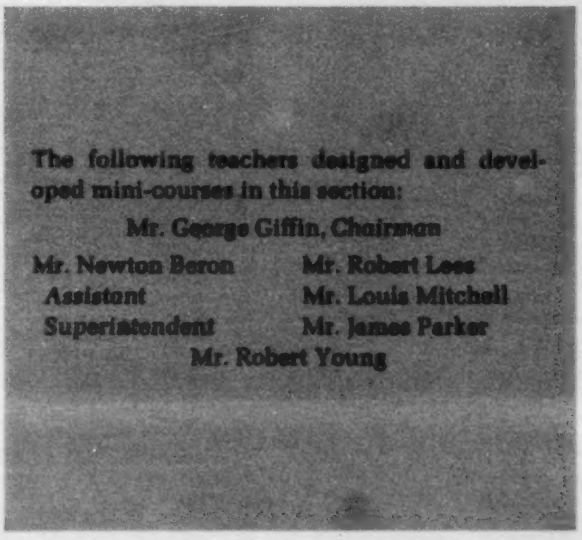
Modular Configuration

The class meets for two mods per week, for one facet.

Texts

The Restless Earth, Calder, Nigel, Viking, New York, N.Y.: 1972.

Introduction to Geology, Stokes, William Lee, and Judson, Sheldon, Prentice Hall, Inc., Englewood Cliffs, N.J.: 1973.



Social Studies

The Social Studies Department has designed a series of mini-courses to meet the ever-changing needs of students. These courses explore subjects not normally covered in a traditional high school curriculum. For the most part, they are meant to introduce the student to broad subject areas such as Psychology, or they encompass specific subjects which may be thoroughly experienced, such as Students and the Law. The courses reflect particular faculty expertise as well as student interests and demands. Their treatments are aimed at independent readings and on-site reportings rather than teacher-dominance, lectures or demonstrations.

ABNORMAL PSYCHOLOGY

This course presents an overview of what constitutes individual differences, behavior maladjustments and disorders, and psychotherapy. The course begins with an in-depth study of the theories of personality, leading into frustration, anxiety and defense mechanisms. Behavioral disorders are analyzed. Each student researches one disorder and then discusses the psychotherapeutic methods of treatment. The goal of the course is to create student awareness of the problem of behavioral disorders and how adjustments are achieved. The following topic areas are covered:

I. Theories
II. Frustration and Conflict
III. Anxiety and Defense Mechanisms
IV. Behavioral Disorders and their Cause
  A. Neurosis
  B. Psychosis
V. Psychotherapy Techniques
VI. Man and Society Today

Teaching Styles

An entire range of teaching styles is used. These include lecture, task method, reciprocal method, individualized programs—teacher designed, and individualized programs—student designed. Guest speakers are scheduled on specific topics to reinforce prior learning. Students are encouraged to invite speakers as part of their individualized presentations. The course can accommodate ten to thirty students and is taught in an open space setting.

Student Parameters

Students are expected to attend class on a regular basis. The first half of the course is devoted to required readings and class discussions, the second half to individualized presentations. Students are required to make at least two oral and two written presentations. They are required to interview one person who is actively engaged in the field of psychology.

Evaluation

Course evaluation is based on student participation, presentation, written individualized programs, interviews and a composite student-teacher evaluation.

Modular Configuration

The course meets for two mods, twice a week, for one facet.

Texts

Introduction to Psychology, Morgan, Clifford T., King, Richard A., McGraw Hill, New York, N.Y.: 1971.

Theories of Personality, Hall, Calvin S., John Wiley & Sons, New York, N.Y.: 1970.

Abnormal Psychology, Coleman, James C., Scott Foresman, Glenview, Ill.: 1964.

THE AMERICAN INDIAN

This course attempts to investigate the Indians' role in American History. It analyzes such theories as the one which states that the Indians created their own destruction and that the white man took Indian lands with no concern for the red man's well being. Cultural contributions of the Indian are analyzed. The following topics are considered:

I. The Indian and the Colonist
II. The Death of the Navahos
III. War Comes to the Cheyennes
IV. Cochise and the Apaches
V. The Indian and the Buffalo
VI. The Sioux in the Black Hills
VII. The Implication of Custer's Last Stand
VIII. Kit Carson and the Indian Fighters
IX. The Battle of Wounded Knee
X. The Reservation System
XI. Modern Indian Society
XII. The Cause and Solutions to the Problems Concerning the American Indian

Teaching Styles

Most of the class time is devoted to discussions based upon assigned readings. Lectures and seminars are used to supplement text materials. In some specific instances a case method is used.

Student Parameters

Students are expected to attend class regularly and do all the reading assignments. One paper which presents an in-depth analysis of an approved topic is required.

Evaluation

The submitted paper is evaluated along with class participation and weekly discussion.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Text

Bury My Heart at Wounded Knee, Brown, Dee, Bantam Book, Holt, Rinehart and Winston, New York, N.Y.: 1971.

AMERICAN POLITICAL PARTIES

The prime objective of this course is to encourage students to take more active roles in political life at every level of government. A study of the functions and organizations of American Political Parties and the mechanics of nomination, campaign and election is designed to accomplish this goal. The following topics are considered:

I. History of American Politics
  A. The two party system
  B. Majority party concept
  C. Four party politics
  D. Significant third parties
II. Structure of a Political Party
  A. National and State organization
  B. County chairman
  C. District and precinct leader
  D. The local party
III. Function of a Political party
  A. Convention and candidates
  B. Fund raising
  C. Jobs and appointments

IV. The Making of a President
- A. The primary system
- B. The convention
- C. Credentials, platform nomination
- D. The campaign and Election Day

V. Congressional and Gubernatorial Election

VI. Recent Relevant Elections
1948 1960 1968 1976
1952 1964 1972

Teaching Styles

The main teaching styles in this course are problem solving, guided discovery, discussion, lecture, films and outside speakers.

Student Parameters

Students are expected to attend classes regularly, to read the assigned source materials and to design projects of their own choosing pertaining to the current elections or recent elections. Students desiring a letter grade must submit an approved project for evaluation.

Modular Configuration

The class meets six mods per week, for one facet.

Texts

Deadlock of Democracy, Burns, James MacGregor, Prentice Hall, Englewood Cliffs, N.J.: 1963.

American Politics Since 1945, Dalfiume, Richard M. (Ed), Quadrangle Books, Chicago, Ill.: 1969.

The Selling of the President, McGinnis, Joe, Pocket Books, New York, N.Y.: 1968.

Parties and Politics in America, Rossiter, Clinton, New American Library, New York, N.Y.: 1960.

Political Parties in the United States, Sindler, Allan P., St. Martins Press, New York, N.Y.: 1966.

ANCIENT AFRICAN EMPIRES

The course endeavors to study the influential and rich heritage of the three most important ancient African empires. Each is discussed with the emphasis upon intellectual and technological achievement as well as background. The following topics are considered:

I. Introduction
II. Background
III. Factors of Growth
- A. Community life
- B. Trading center
- C. Iron Age political system
- D. Rise of Islam

IV. Trading Cities
- A. Development of North Africa centers
- B. Timbuktu as a trading center
- C. Arabic affluence

V. Ghana
- A. Origins
- B. Cities and the economy

VI. Kanem—Bore
- A. Origins
- B. Economics and social organization
- C. Periods of K.B. history
- D. K.B. and African political traditions

VII. Mali and Songhay
- A. Origins
- B. Geography
- C. Growth of empire
- D. Educational achievements of Timbuktu
- E. Arabic invasions
- F. Remnants of civilization

VIII. South of Sudan
- A. Iron Age development
- B. White exploitation of Africa

IX. Christianity in Africa
- A. Missionary development
- B. Christianity in Africa

X. Islam in Africa
- A. Roots and importance

XI. Slavery in Eastern and Western Africa
- A. European exploitation
- B. Arab forces in slavery
- C. Results of slavery
- D. Liberia

XII. Current West Africa
- A. Overview of nations
- B. Remnants of old Africa
- C. Pan—Africanism

Teaching Styles

The course is conducted on a seminar basis; discussions are based upon readings. A paper is required on some aspect of Black African history before 1800.

Student Parameters

Regular attendance in class is required. Students must show evidence of supplementary reading assignments taken from a list of source materials.

Evaluation

Class participation and the evaluation of a paper serve as criteria for grading.

Modular Configuration

The class meets for two mods, twice a week, for one facet.

Texts

A Guide to African History, Davidson, Basil, Zenith Books, New York, N.Y.: 1965.

Africa, South of the Sahara, Kingsnorth, A.W., Cambridge Press, New York, N.Y.: 1969.

Ancient Africa, Chijioke, F.A., Africana Publishing Co., New York, N.Y.: 1971.

Sub-Sahara Africa, Burke, Fred G., Harcourt, Brace & World, Inc., New York, N.Y.: 1968.

The African Past, Davidson, Basil, Grossett & Dunlop, New York, N.Y.: 1967.

ANTHROPOLOGY

This course is designed to help students understand themselves and their relationships with others in similar as well as completely different societies. American cultures and subcultures are explored along with ethnocentrism, race, marriage, the family and other relevant sociological phenomena. The following topics are considered:

I. Defining Anthropology
   A. A Behavioral science
   B. Physical anthropology
   C. Cultural aspects
II. Culture and Society
   A. Cultural universals and relativity
   B. Norms and mores
   C. Taboos and values
   D. Belief systems
   E. Comparisons of culture
   F. Culture and personality
III. Race
   A. Geographical and local races
   B. Microgeographic races
   C. Inbreeding
   D. Race and cultural capacity
IV. Man's Place Among the Primates
   A. Evolutionary history
   B. Primate behavior
   C. Transition to man
   D. Dawn of civilization
   E. Mesolithic in Africa and Americas
V. The Life Cycle
   A. Primitive theories of conception
   B. Pregnancy, prenatal and childbirth
   C. Puberty rites
   D. Maturity and death
VI. Mating and Marriage
   A. Prohibitions and exceptions
   B. Preferential mating
   C. Modes of acquiring wives
   D. Divorce and dissolution
VII. The Family
   A. The conjugal-natal family
   B. Consanguine family system
   C. Matrilateral groups and families
   D. Kinship
   E. Unilineal group functions

Teaching Styles

Inquiry, problem solving and guided discovery methods are the teaching styles used extensively.

Student Parameters

Students are expected to read assigned materials, conduct research, make reports, participate in discussions and write short papers.

Evaluation

Grades are based upon the extent of involvement a student wishes to make in the areas mentioned above, as arrived at by the student and teacher.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Text

Anthropology for Our Times, Cover, Lois Braver, Oxford Book Co., New York, N.Y.: 1971.

CONTEMPORARY FOREIGN AFFAIRS—1945—PRESENT

(SEE APPENDIX)

One objective of this course is to make the student aware of the world environment and the influence of the United States upon it. Factors which influence this environment are emphasized. An attempt is made to evaluate the policies and personalities which have influenced America as well as world policies. Another objective is to create an understanding of the hopes and fears of individuals in and among nations and how they affect our policies. The following areas are examined:

I. Background
   A. Legacy of the past
   B. Spanish-American War
   C. World War I
   D. Neighbor policies
   E. Isolationism and intervention
II. 1945
   A. Defeat of Germany
   B. Use of "A" Bomb
   C. The Conferences of Yalta & Potsdam
   D. The U.N.
   E. Superpowers compared
III. Onset of the Cold War
   A. Soviet-American relations 1917-45
      1. Intervention, non-recognition and Red scare
      2. The Second Front and US aid
      3. Struggle for Eastern Europe
      4. The German question
IV. The End of the Alliance

V. Action or Reaction
   1. The Iron Curtain special
   2. Truman Doctrine and Marshall Plan
   3. Berlin Blockade, Nato
   4. The Two Germanies
   5. American center of foreign policy
VI. Post-war Era in Asia
   A. MacArthur Era in Japan
   B. The Two Chinas
   C. Korea
   D. Southeast Asia
VII. Foreign Affairs in the McCarthy Era
VIII. The Eisenhower Era
   A. Appraising John F. Dulles
   B. The Geneva Conferences
   C. Domino theory
   D. European, Far East and Middle East policies
   E. Assessment
IX. Kennedy-Johnson Years
   A. Missiles and gaps
   B. Alianza and Peace Corp
   C. Cuban Crisis
   D. Nuclear Test Ban Treaty
   E. Escalation
   F. Comparison of US and USSR Policies
      1. US and Dominican Republic
      2. USSR and Czechoslovakia
   G. Protests—American Style
X. Nixon—Ford
   A. Guam Doctrine
   B. Vietnamization
   C. Detente—US and Red China
      US and USSR
   D. Salt Talks
XI. Cost and Consequences of US Policy
   A. Military industrial complex
   B. Recession, inflation, devaluation
   C. Price and wage controls
   D. Cost in moral leadership
   E. Rich Nation, Poor Nation
XII. What should be the role?

Teaching Styles

Discussion based upon student readings and reports form the basis for this course.

Student Parameters

Students must attend class regularly. Each student must submit three brief papers each facet and report on one book to the class.

Evaluation

Student progress is weighted largely on class participation and the evaluation of written and oral reports.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Texts

Rise to Globalism, Ambrose, Stephen E., Penguin Books, Baltimore, Md.: 1971.

America, Russia and the Cold War, La Feber, Walter, John Wiley and Sons, Inc., New York, N.Y.: 1972.

Free World Colossus, Horowitz, David, American Century Series, Hill and Wang, New York, N.Y.: 1972.

Roots of American Foreign Policy, Kolko, Gabriel, Beacon Press, Boston, Mass.: 1969.

CRIMINOLOGY

This course is designed to introduce the student to the field of criminology. Emphasis is placed on increasing awareness of the philosophical basis for

law, the crisis of crime in our society, the reasons why certain people become involved in crime, and the system of criminal justice in the United States. The goal of the course is to enlighten students as to the problems of crime and what we, as citizens, can do to insure our rights while attacking the problems of crime. The following topics will be covered:

I. Crisis of Crime in Today's Society
II. Philosophical Basis for Law
III. Determinism and Indeterminism as the Cause for Crime
IV. Categoric Risks in Crime
V. Juvenile Delinquency
VI. White Collar, Professional and Organized Crime
VII. Law Enforcement—local, state and federal
VIII. The System of Criminal Justice in the United States Today
IX. Solutions to the Crime Problem in All Areas

Teaching Styles

The entire range of teaching styles is used. These include lecture, task method, reciprocal method, individualized programs—teacher designed, and individualized programs—student designed. Guest speakers are scheduled on specific topics to reinforce prior learning. Students are encouraged to invite speakers as part of their individualized programs. The course can accommodate ten to thirty students taught in an open space setting.

Student Parameters

Students are expected to attend class on a regular basis. The first half of the course is given to required readings and discussions, the second half to

specific readings on individualized programs. Students are required to make at least two oral and written presentations to the class on individualized programs, teacher designed. They will be required to interview one person who is actively engaged in the field of criminology.

Evaluation

Course evaluation is based upon student participation, presentations, written individualized programs, interview and a composite student-teacher evaluation.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Texts

Crime, Criminology and Contemporary Society, Knudson, Richard D., Dorsey Press, Homewood, Ill.: 1970.

Introduction to Criminology, Reckless, Walter C., Appleton-Century-Crofts, New York, N.Y.: 1957.

Law and the Lawless, Sykes, Gresham M., and Drabek, Thomas E., Random House, New York, N.Y.: 1969.

Criminal Justice and the Community, Trojanowicz, Robert C., and Dixon, Samuel L., Prentice Hall, Englewood Cliffs, N.J.: 1974.

Juvenile Delinquency, Schafer, Stephen, and Knudson, Richard D., Random House, New York, N.Y.: 1970.

CULTURAL ANTHROPOLOGY

Students enrolled in this course develop a working knowledge of cultures, how they evolved and their basic characteristics. They acquire the techniques necessary for the systematic study of cultures, using some of the materials developed by the American Anthropological Association. Students have the opportunity to apply learned techniques and skills in an ethnological study of their own design. There is no prerequisite for class enrollment. The following topics are considered:

I. Anthropological Approach to the Study of Society
   A. Function of status and role
   B. Forms of social control
II. Examples of Anthropological Studies
   A. The Cheyenne Indians
   B. The Mbuti Pigmy
   C. Amazon Basin Indian tribes
III. Topics for Cross-Cultural Comparison
   A. Magic and witchcraft
   B. The family
   C. Death
   D. Additional topics according to student interest

Teaching Styles

The course is designed to accommodate up to fifteen students in an informal setting. A variety of instructional techniques is used, such as lecture, class discussion, field trips and audio-visual presentations. Students are encouraged to view films and attend presentations at local colleges.

Student Parameters

Students are expected to attend class regularly and do assigned readings. Each student is required to do an in-depth study of one cultural group or select a topic for a cross-cultural comparison. Students participate in the planning and execution of a group ethnological study.

Evaluation

Students are evaluated on the basis of class participation and individual and group projects.

Texts

The Forest People, Turnbull, Colin M., Simon and Schuster, New York, N.Y.: 1962.

Four Ways of Being Human, Lisitzky, Gene, Viking Press, New York, N.Y.: 1971.

The Kapaulo Papuans, Pospisil, Leopold, Holt, Rinehart and Winston, New York, N.Y.: 1963.

The Swazi, Kuper, Hilda, Holt, Rinehart and Winston, New York, N.Y.: 1963.

INTELLECTUAL HISTORY OF THE UNITED STATES

This course presents an historical survey of the major intellectual trends in the development of the American culture. Students are made aware of the connection between major events and the ideas that influence these events. Selected topics are used for in-depth study depending on student interest. The major emphasis is on the development of ideas, values and beliefs of twentieth century America. There is no prerequisite for class enrollment. The following topics are considered:

I. The American Adaptation of the European Heritage
   A. Colonial conditions modify the Old World Heritage
   B. The rise of the enlightened
II. The Democratic Upheaval
   A. The currents of equalitarian thought
   B. The advance of science and technology
   C. The popularization of knowledge
III. The Assertion of Individualism
   A. Evolutionary thought in a utilitarian society
   B. Formulas of protest and reform
   C. The conservative defense
IV. Prosperity, Disillusionment, Criticism
   A. Crisis and new searches
   B. American assertions in a world of upheaval

Teaching Styles

Lectures and class discussion centered around assigned readings are used for the first part of the course. The second part of the course is conducted as a research seminar where students become responsible for the preparation and presentation of an assigned topic.

Student Parameters

Students are expected to attend class regularly and to do assigned readings. Each student also selects a theme for seminar presentation.

Modular Configuration

The course meets for forty minutes, twice a week, for two facets.

Text

The American Mind, Commager, Henry Steele, Bantam Books, New York, N.Y., Yale University Press, New Haven, Conn.: 1950.

INTRODUCTION TO PSYCHOLOGY

Introduction to Psychology is a survey course designed to create an awareness of the importance of psychology as a science and to show how it relates to everyday life. The course is presented as a life experience discipline. Its goal is to attempt to give students an enlightened view of man's behavior. The following topic areas are considered:

I. Introduction to Psychology, Including the Subfields and Schools of Psychology
II. Human Development and Maturation
III. Human Learning
IV. Remembering and Forgetting
V. Motivation and Emotion
VI. Personality Development
VII. Individual Differences
VIII. Conclusion: Psychology and Life

Teaching Styles

An entire range of teaching styles is used. This includes lecture, task method, individualized programs—teacher designed, and individualized programs—student designed. Guest speakers are scheduled on specific topics to reinforce classroom work. Students are encouraged to invite speakers as a part of their responsibilities. The course accommodates from ten to thirty students taught in an open space setting.

Student Parameters

Students are expected to attend class on a regular basis. The first half of the course is given to required readings and class discussions, the second half to individually selected readings centered on student needs. Students are required to make at least two oral and written presentations to the class regarding their individualized programs. They are required to interview one person who is actively engaged in the field of psychology.

Evaluation

Course evaluation is based on student participation, presentations and written individual programs. Each student participates in the process through the evaluation of these areas.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Text

Introduction to Psychology, Morgan, Clifford T., and King, Richard A., McGraw Hill, New York, N.Y.: 1971.

SOCIOLOGY FOR SENIORS

This is a fourteen week course in sociological fundamentals, whereby students are given the opportunity to examine social processes and behavior through scientific observations. Concepts are analyzed and a professional vocabulary learned. However, the primary focus is on understanding processes and ideas. The following are studied:

I. Science and the Search for Truth
  A. What is unique about sociology?
  B. Sources of truth
  C. Characteristics of scientific knowledge
  D. Fields of sociology
  E. Methods and roles of the sociologist
II. Structure of Culture
  A. Culture as a system of norms
  B. The structure of culture
  C. Cultural relativism
  D. Social evolution
  E. Personality and culture
III. Cultural Conformity and Deviance
  A. Why conformity?
  B. Deviation
  C. Social control
  D. Role conflict—Role strain
  E. Roles and personality
IV. Social Stratification
  A. Are there social classes?
  B. Status and positions
  C. Significance of classes
  D. Social mobility
  E. Class and caste
V. Groups and Associations
  A. Nature of groups
  B. Statistical categories
  C. Primary and secondary groups
  D. Optimum group size
  E. Social power
VI. Family
  A. Functions
  B. Structure
  C. Mate selection
  D. Changing American family
  E. Evolution of family
VII. Scientific American Studies (Sample Titles)
  A. "Joey the Mechanical Boy"
  B. "Social Deprivation in Monkeys"
  C. "Origins of Society"
  D. "Culture of Poverty"
  E. Other Studies
VIII. Episodes in Social Inquiry Series (Sample Titles)
  A. "Social Change: The case of Rural China"
  B. "Small Group Processes"
  C. Other episodes

Teaching Styles

The course design is meant to be flexible. Student needs and desires are considered and students help decide the precise course content. Topics other than those listed may be studied. A variety of techniques is used, such as class discussion, independent study reports, lectures, guest speakers, educational games and Episodes (Unit VIII). Student thinking is challenged and virtually every idea questioned.

Student Parameters

Regular attendance is required. "Think questions" are answered in writing or orally. Students concentrate on topics to develop in-depth.

Evaluation

Students may opt for letter grades or Pass-Fail. They are judged by their class work and oral presentations.

Texts

Sociology: A Systematic Approach, Van Der Zanden, James W., Ronald Press Co., New York, N.Y.: 1965.

An Invitation to Sociology, Berger, Peter L., Doubleday—Anchor, New York, N.Y.: 1963.

Four Ways of Being Human, Lisitzky, Gene, Viking Press, New York, N.Y.: 1956.

The Forest People, Turnbull, Colin M., Clarion Book—Simon and Schuster, New York, N.Y.: 1961.

Scientific American Studies

THE SOVIET UNION

This course is designed to help students learn about the Soviet people, their history, government, economy, education and life styles. A major objective is the arousal of intellectual curiosity which can be transferred into international understanding. The following topics are covered:

I. Russia—The Land and People
   - A. Geography
   - B. Language and culture
   - C. Czarist regimes and policy

II. The Communist Revolution
   - A. Preconditions 1900-1910
   - B. The 1905 Rebellion
   - C. Impact of World War I
   - D. March Revolution
   - E. Bolshevik Revolution

III. The Establishment of the Soviet Union
   - A. The Civil War
   - B. Lenin and the NEP
   - C. Stalin and Trotsky

IV. Russia Under Stalin
   - A. Five Year Plans
   - B. Political and religious oppression
   - C. Foreign Policy 1932-39
   - D. The Grand Alliance
   - E. Iron Curtain and Cold War

V. The Era of Krushchev
   - A. Summitry
   - B. Chinese-Soviet Relations
   - C. Cuban Crisis
   - D. Technology and the economy

VI. The New Communism
   - A. Breshnev and Kosygin
   - B. The Politicians
   - C. Eastern Europe
   - D. Southeast Asia
   - E. Relations with Johnson and Nixon

VII. Soviet Union Today
   - A. Government
   - B. Economy
   - C. Military
   - D. Education
   - E. Culture life styles
   - F. Foreign policy

Teaching Styles

Group discussion based upon assigned readings is used consistently, along with lectures, map studies, films, problem solving and reports of the Soviet Union.

Evaluation

A "pass" grade is earned by meeting the basic requirements of the course. Those desiring a letter grade are expected to design a contract with the instructor.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Texts

Russia, Pares, Bernard, Mentor, New York, N.Y.: 1949.

Russia and the West, Kennan, George, Mentor, New York, N.Y.: 1960.

America, Russia and the Cold War, La Feber, Walter, John Wiley and Sons, New York, N.Y.: 1972.

The Soviet Union, 50 Years, Salisbury, Harrison (Ed.), Signet, New York, N.Y.: 1967.

STATE AND LOCAL GOVERNMENT

The prime objective of this course is to study and promote understanding of the basic structure of state and local government. A secondary objective is to examine the relationships among the many levels of government. It is hoped that, as a result, students will want to participate in government in more active ways. The following topics are covered:

I. The Federal System
   - A. Historical Background
     1. Colonial experience
     2. Continental Congress
     3. Articles of Confederation
     4. The Constitution
   - B. The 19th Century
     1. Jeffersonian Democracy
     2. Jacksonian Nationalism
     3. States secede
     4. Reunion
   - C. The 20th Century
     1. Major problems
     2. Current status
     3. Proposed solution

II. The Structure of Government
   - A. State
     1. Governor
     2. Legislature
     3. Court System
     4. Agencies
   - B. County
     1. Nationwide
     2. New Jersey Freeholders
     3. Relevancy of county government
   - C. Local
     1. Major cities
     2. Minor cities
     3. Towns, boroughs, villages
     4. Boards

III. The Citizen and Government
   - A. Rights and Privileges
     1. Representation and education
     2. Protection and recreation
     3. Health and welfare
   - B. Duties and Responsibilities
     1. Voting
     2. Jury duty
     3. Public meeting
   - C. Summary and conclusion

Teaching Styles

The teaching styles prevalent in this course are guided discovery, problem solving, discussion and lecture. Films, guest speakers, demonstration and individual programs designed by students are utilized.

Student Parameters

The student is expected to attend class regularly and read materials assigned. In addition, students are expected to attend and observe at least three different local, county or state public meetings and

submit oral or written reports. A project, concerning any local or state level government, must be completed.

Evaluation

Students are encouraged to self-evaluate their performance in the course.

Modular Configuration

The course meets for two facets, four mods per week.

Text

New Jersey: Spotlight on Government, League of Women Voters, Brody, Eliz., (Ed.), Rutgers University Press, New Brunswick, N.J.: 1972.

STOCKS AND BONDS

This course presents an overview of the stock and bond markets designed to create an awareness of American business, economic trends and sound investment procedures. Students learn the basic language and terminology used in the trade. They are encouraged to visit various exchanges and brokerage houses, question experts in the field and experiment with mock or real investments. They are made aware of the many available sources of investment information. There is no prerequisite for class enrollment. The following topics are considered:

I. Types of Business Organizations
   - A. Advantages and disadvantages of each
   - B. Examples: sole proprietorships, partnerships and corporations

II. Corporate Financing
   - A. Stocks—common and preferred
   - B. Bonds and debentures
   - C. Commercial loans
   - D. Internal financing

III. Investment Banking

IV. Government and Municipal Bonds

V. Understanding Financial Statements
   - A. The balance sheet
   - B. The income statement
   - C. Financial terminology

VI. The New York Stock Exchange and Other Markets
   - A. Organization and functions
   - B. Buying and selling

VII. Making an Investment
   - A. Investment objectives
   - B. The investment broker
   - C. Speculation vs. growth and income

Teaching Styles

The course is designed to accommodate about 10 to 15 students taught in an open-space setting. A variety of instructional techniques are used such as lecture, class discussion, field trips, reports, guest speakers and student mock investments. In addition, price fluctuation for particular securities are followed and graphically plotted.

Student Parameters

Students are expected to attend classes regularly. They are required to visit at least one brokerage house or exchange market. Each student is also required to interview one expert in the field. Students must select one project from a list of approximately ten and make an oral presentation of findings to the class. The class, as a unit, selects and approves guest speakers.

Evaluation

Most of the evaluations are based on class participation and oral presentations. A test, prepared by the N.Y. Stock Exchange, is administered at the conclusion of the course. Students may opt for letter grades or Pass-Fail.

Modular Configuration

The course meets for two mods, twice a week, for one facet.

Texts

You and the Investment World

How to Understand Financial Statements

Understanding the New York Stock Exchange

Above texts available, free of charge, from the New York Stock Exchange.

STUDENTS AND THE LAW

Students and The Law is a course designed to help students learn more about their rights and responsibilities. Due process in the schools, school rules and regulations, and constitutional rights are discussed. The following topics are considered:

I. Student Rights
   A. Freedom of access to an education
   B. Freedom of expression
   C. Freedom of assembly
   D. Due process in disciplinary proceedings
   E. School records
   F. Search and seizure
   G. The N.J. Guide to Student Rights
II. Court Decisions
   A. Freedom of thought, belief, and expression
      1. Feiner vs. New York
      2. Tinker vs. Des Moines School Dist.
   B. Freedom of Expression
      1. W. Va. Board of Education vs. Barnette
   C. The Right to an Education
      1. Brown vs. The Board of Topeka, Kan.
   D. The Right of Accused Juveniles
      1. In Re Gault, 1967

Teaching Styles

The course is designed for an enrollment of not more than ten to twelve students. The case method of teaching is used. Students are given written descriptions of cases involving young people to identify the issues and then make decisions. The teacher discusses the judges' decisions.

Student Parameters

Students are expected to attend classes regularly. They are required to do an independent project, such as interview a juvenile judge or probation officer, research some particular case, follow a local court's procedures, or follow a case in process in one of the courts of the county. Projects are selected by each student and ongoing student reports are expected.

Evaluation

Evaluation is based upon class participation and presentation. Students may opt for letter grades or Pass-Fail.

Modular Configuration

The course meets for two mods, twice a week, for one facet.

Text

Up Against the Law, Strouse, Jean, New American Library, Bergenfield, N.J.: 1970.

VITAL ISSUES OF THE U.S. CONSTITUTION

The course has the objective of examining the foundations of justice in this country: to examine the basic concepts of law, to examine crises of the past and present in terms of the Constitution and to encourage interest and participation in democratic law. The following topics are covered:

I. The Principle of Judicial Review
   A. Marbury vs Madison
   C. Overturning the New Deal
   D. Recent use of the principle
II. The Relationship Between Departments
   A. Separation of power
   B. Judicial Branch
   C. The Legislative Branch
   D. Executive Department
III. Constitutional Relationships
   A. The Federal System
   B. Division of powers
IV. Federal Power
   A. The power to tax and spend
   B. Interstate commerce
V. The Bill of Rights
   A. First Amendment Rights
   B. Search and Seizure
   C. Self-incrimination
   D. Double jeopardy
   E. Trial by Jury
   F. Habeas Corpus
   G. The Right to Counsel
   H. Equal protection
VI. Changing Emphasis of the 14th Amendment

Teaching Styles

The course is built around the reading and study of Supreme Court decisions; therefore, the case method is widely used. Discussion centers around these decisions.

Student Parameters

Students are expected to attend class regularly. Certain readings are mandatory while others are optional.

Evaluation

Grading is based upon one open-book test, a paper giving an in-depth analysis of an approved topic, and participation in discussion of readings.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Texts

The United States Constititon

Cases in Constitutional Law, Cushman, Robert E., and Cushman, Robert F., Appleton-Century-Crofts, New York, N.Y.: 1968.

Historic Decisions of the Supreme Court, Swisher, Brent, D. Van Nostrand Reinhold Co., Inc., New York, N.Y.: 1958.

The following teachers designed and developed mini-courses in this section:

Mr. Floyd De Nicola, Chairman
Mr. Geoffrey Blake
Mr. Barry Bradford
Mr. Robert Culp
Mr. Geoffrey Gordon
Mr. Robert Kasten
Mr. Albert J. Loux
Assistant Superintendent
Mr. William Savage
Mr. Robert Susko

Miscellaneous

This section contains outlines for courses found in several traditional disciplines as well as others not normally belonging to any particular department. In physical education, the courses emphasize understanding and practical application rather than training in "Officiating" and in the "Care and Prevention of Athletic Injuries." In music, the stress is on listening and then discussing "Jazz" as an art form. Antiques and Photography are hobby-oriented and the course in Teaching is meant as an overview of the field and an introduction to the profession.

ANTIQUES FOR FUN AND PROFIT

This course presents an overview of the world of antiques with special emphasis on American antiques. The definition of antiques and their history in the United States are presented as an introduction, followed by five areas of investigation: furniture, glassware (china and pottery), paintings and objets d'art, primitives and collectibles. Students are made aware of the current market, outlets, forgeries, and places to purchase items locally. There is no prerequisite for class enrollment. The following topics are considered:

I. Furniture Periods and Styles
   A. Queen Anne
   B. Georgian
   C. Empire
   D. Victorian
II. Glassware, China and Pottery
   A. English
   B. French
   C. American
   D. Oriental
   E. German
III. Paintings and Objets d'Art
   A. American primitive
   B. Landscapes
   C. Famous American Painters
   D. Sculpturing
   E. Other handcrafted items
   F. Indian Art
IV. American Primitives
   A. Tools and spinning wheels
   B. Kitchenware
   C. Home decoratives
   D. Copper and brass items
V. Collectibles
   A. Dolls
   B. Coins
   C. Stamps
   D. Specific items

Teaching Styles

This course is designed for a maximum of ten students. Lecture, demonstrations, class discussion and field trips are employed. Students must select one of the five major areas of the course for a specific report demonstration to the class, using a "Show and Tell" technique. Guest speakers are occasionally invited.

Student Parameters

Regular class attendance is required. Students are expected to participate in field trips and must discuss an area of their chosen interest.

Evaluation

One report (mentioned above) and one exam, general in nature, form the basis for evaluation. Pass-Fail is used as the grading system.

Modular Configuration

This course meets for four mods a week, for two facets.

Text

Warman's Guide to Antiques, 12th Edition, Warman, Edwin G., Holt and Co., New York City, N.Y.: 1974.

CARE AND PREVENTION OF ATHLETIC INJURIES

This course enables students to become more familiar with the anatomy of the human body. It gives them a better understanding of what causes injuries, how to prevent injuries and what to do after an injury occurs. Practical experience in taping, bandaging and therapy is given. The following areas are covered:

I. Definition of Terms
II. The Ankle
   A. Anatomy and movements
   B. Foot deviations
   C. Basic care of the feet
   D. Wrapping and strapping techniques
III. The Knee
   A. Anatomy and movements
   B. Mechanism of injury, evaluation methods
   C. Internal derangements
   D. Osgood Schlatter
   E. Strapping of the knee
IV. The Hip
   A. Anatomy and movements
   B. Injuries sustained
   C. Bandaging the hip area
V. The Elbow
   A. Anatomy and movements
   B. Fracture complications
   C. Sprains and strains
   D. Bandaging and taping the elbow
VI. The Shoulder Area
   A. Anatomy and movements
   B. Shoulder injuries
   C. Bandaging and taping the shoulder area
VII. The Hand and Wrist area
   A. Anatomy and movements
   B. Injuries sustained
   C. Bandaging and taping the wrist and hand
VIII. Head and Neck Injuries
   A. Anatomy and movements
   B. Injuries sustained
   C. Bandaging and care of head and neck injuries

Teaching Styles

The course is designed for ten to fourteen students, with emphasis on the anatomy and specific movements of the body. Lecture, use of visual aids and practical experience are used.

Student Parameters

Students are expected to attend class regularly. They are also required to prepare a research paper on a specific injury, using the following outline:

I. How the injury happened
II. What occurred in the area of the injury
III. How this injury affected other parts of the body
IV. Immediate care and treatment
V. Follow-up care

A visit with a Physicial Therapist is required.

Evaluation

Students are evaluated on their attendance, test grades, practical application and an independent project. Students may opt for Pass-Fail or letter grades.

Modular Configuration

The course meets two mods, twice a week, for two facets.

Texts

Modern Principles of Athletic Training, Klafs, Carl F. and Arnhein, Daniel D., The C.V. Mosby Company, St. Louis, Mo.: 1963.

Complete Book of Athletic Taping Techniques, Cerney, J.V., Parker Publishing Co., West Nyack, N.Y.: 1972.

Athletic Training in the Seventies, Students Training Course offered as a service by Cramer Products, Inc., Gardner, Kansas: 1970.

HISTORY OF JAZZ

This course surveys the development of jazz in the United States, emphasizing the different periods and styles through which jazz has evolved. An in-depth study is made of some of the most famous artists (saxophonists, drummers, etc.). Students are encouraged to attend local jazz concerts and to do independent listening. Where possible, local musicians are brought in for demonstrations. There is no prerequisite for class enrollment. The following topics are discussed:

I. New Orleans-Dixieland
II. Chicago Style
III. Big Band
IV. Swing
V. Be-Bop
VI. Cool Jazz
VII. Third Stream
VIII. Progressive
IX. Jazz Rock
X. Contemporary

Teaching Styles

This is primarily a listening course. Filmstrips and other audio-visual materials are used. Records of various styles and artists are played and discussed with an emphasis on students developing an ear for listening. Changing styles of musicians are analyzed.

Student Parameters

Students are expected to attend classes regularly. They are required to read one book of their choice dealing with one aspect of jazz. They are also required to give informal oral book reports to the class regarding these readings.

Evaluation

Evaluation is based on attendance, book reports and class participation whereby students listen to recordings and react to them.

Modular Configuration

History of Jazz meets for two mods, twice a week, for two facets.

Text

No textbook as such is used. Records are used from personal and student collections.

PHOTOGRAPHY

The purpose of the course is to lay a foundation upon which the average student may build a hobby or develop an appreciation for the entire field of photography. The course encourages students to become involved in photographic work for the various publications produced by the school. The following topics are considered:

I. Light
  A. Nature
  B. Properties
II. The Camera
  A. The body
  B. The Lenses
III. Film and Exposure
  A. Film types
  B. Costs
  C. Exposure
IV. Equipment
  A. Cameras
  B. Tripods
  C. Flash units
V. The Darkroom
  A. Film developing
  B. Printing
VI. Composition and Style
  A. Interest points
  B. Arrangement
  C. Content
  D. Styles
VII. Special Topics
  A. Portraits
  B. Close-up work
  C. Night photography
  D. Copying
  E. Multiple exposure
  F. Careers
  G. Sports photography

Teaching Styles

An initial lecture period clarifies terms; this is followed by considerable darkroom work. Students do much of their work during their free periods.

Student Parameters

Students should have an adjustable camera. They are expected to take a number of pictures and then print them. A great deal of the work is done individually or in small groups. Permission of the instructor is necessary for course enrollment.

Evaluation

Students are expected to attend all classes and, in addition, do a considerable amount of work on their own. They must present a montage of pictures, which is used in determining their final grade.

Modular Configuration

The class meets six mods per week, for five facets.

Texts

Your Guide to Photography, Bruce, Helen Finn, Barnes & Noble, Division of Harper & Row, Scranton, Pa.: 1965.

Readings from the following magazines:

Modern Photography, Popular Photography & Camera 35

SPORTS OFFICIATING

This course helps students obtain a better understanding of the rules and regulations of various sports. Through actual officiating experience, it affords the student the opportunity to administer the rules and penalties in different athletic contests and to view and learn from certified officials. There is no prerequisite for the course. The following sport activities are covered:

I. Football
II. Soccer
III. Gymnastics
IV. Basketball
V. Wrestling
VI. Baseball

Teaching Styles

The course is designed for ten to fifteen students. Instructional techniques used are: lecture, group discussion, visual aids and practical experience.

Student Parameters

Students are expected to attend class regularly. They are also required to officiate at various athletic activities.

Evaluation

The evaluation is based on class attendance, classroom discussions, test grades and practical assignments. Students may opt for Pass-Fail or letter grades.

Modular Configuration

The course meets for two mods, twice a week, for two facets.

Text

Rule Books published by, and available from, The National Federation of State High School Associations.

A TEACHING PRACTICUM

The purpose of this course is to discover how people learn. Students analyze current teaching procedures in terms of the learning process. They consider various teaching styles and observe teachers using different techniques. During the course, students have an opportunity to teach each other. As a culmination, the class discusses the positive and negative aspects of a teaching career. The following topics are considered:

I. The Learning Process
II. "Crisis in the Classroom"
III. Teaching Styles
IV. Practice Teaching
V. The School Scene
VI. Pros and Cons of a Teaching Career

Teaching Styles

The course is designed to accommodate from ten to fifteen students in an open space setting. A variety of teaching styles is used, such as: Command, Task, Reciprocal, Guided Discovery and Problem Solving.

Student Parameters

Students are expected to: interact with other pupils in the seminar; observe teachers; discuss educational issues with teachers, administrators and interested lay persons; teach classmates; tape (T.V.) student lessons; demonstrate different teaching styles; shadow a teacher or administrator; visit schools and colleges; attend meetings of school-related organizations.

Evaluation

Evaluation is based on depth of involvement in course related activities, such as teaching both in a classroom setting and in one-on-one relationship, and reporting on visitations to other districts and colleges. Grades are Pass-Fail.

Modular Configuration

The course meets for two mods, twice a week, for one facet.

Texts

Teaching from Command to Discovery, Mosston, Muska, Wadsworth Publishing Company, Inc., Belmont, Calif.: 1972.

Crisis in the Classroom, Silberman, Charles E., Random House, New York, N.Y.: 1971.

The following teachers designed and developed mini-courses in this section:

Mr. Arthur Harmon
Mr. Joseph Rosati
Dr. John F. Kinney, Jr.
Chairman, Phys. Ed.
Superintendent
Mr. Donald F. Trotter
Mr. Harold Lerma
Assistant
Mr. Louis Mitchell
Superintendent
Mr. Kenneth Walters

APPENDIX

Course of Study
Contemporary Foreign Affairs
1945–197-
Recent Interpretations

by Mr. Robert Kasten

Objectives

The major objective of this course is to make students aware of their world environment and the influence they can have upon it. They are made to realize that as members of a nation they can affect the future, particularly through the study of America's role in world affairs during the last few decades. Students learn that world events have influenced, and will continue to influence, their lives. Individuals who wish to work in directions which could effect change are encouraged to do so; those who desire to work toward maintaining the *status quo* can work toward this goal. All, however, are asked to evaluate practices, policies and personalities so as to come to their own conclusions and make their own decisions.

Other course objectives include helping the student develop skills in library and new media usage so as to evaluate resource materials orally or in written form. The course should lead the student to a realization that historical views are constantly in a state of flux. When presented with the different or the unorthodox, the student should perceive that even so-called experts may disagree.

In summary, then, the course will attempt to promote an increase in student understanding and awareness of world problems and their influence on the future.

PART I—COURSE OUTLINE

Contemporary Foreign Affairs

1945–197-

Recent Interpretations

I. **Introduction and Overview**

II. **Background**
- A. A new manifest destiny: The Spanish-American War
- B. World War I and its legacy: Idealism to Isolationism
- C. Bad and Good Neighbor Policies
- D. World War II: Isolationism to Interventionism
- E. Fighting the Wars (Europe and Asia)

III. **1945**
- A. Defeat of Germany
  1. Meeting at the Elbe
  2. Nurenberg trials
- B. On using 2 "A" bombs
- C. Diplomacy: the Conferences
  1. Yalta: Misinterpretations and Interpretations
  2. Potsdam
  3. The U. N.
- D. The superpower (s): U.S. & U.S.S.R. compared

IV. **Onset of the Cold War**
- A. American-Soviet relations, 1917–1945, a policy of continuity
  1. U.S. intervention
  2. Non-recognition
  3. The Red Scare
  4. The Second Front
- B. Struggle for Eastern Europe
- C. End of U.S. aid
- D. Germany: Revenge versus Reintegration

V. **End of an Alliance:** Communism versus Democracy, Free World versus Slave World, East versus West, Christianity versus Atheism

VI. **Action or Reaction?**
  1. Iron Curtain Speech
  2. Mr. "X"
  3. The 80th Congress
     a. Truman Doctrine
     b. Marshall Plan
     c. Berlin Blockade
- B. Exacerbation
  1. NATO
  2. Monetary policies
  3. Creating Germanies
  4. "A" & "H" bombs
  5. The Warsaw Pact
- C. Early critics of American policy
  1. Robert Taft — Mr. Republican
  2. Henry Wallace — Progressive
  3. Walter Lippmann — Pundit
  4. Norman Thomas — Pacifist

VII. **Asia—Post War Era**
- A. Japan — the MacArthur Era
- B. China
  1. In revolution
  2. The two Chinas
- C. Korea
  1. Division
  2. War
  3. Dissent
  4. POW's and the truce
- D. French Indo-China, the beginnings of U.S. involvement

VIII. **McCarthy & McCarthyism**
- A. The precursors
  1. Smith Act, 1940 and the cold war trials
  2. Loyalty Act, 1947 and cleansing the government
  3. H.U.A.C. and its hearings
  4. McCarran Act, 1950
- B. The "Spies
  1. Alger Hiss
  2. The Rosenbergs
- C. Foreign affairs and rise of McCarthy
- D. McCarthyism
- E. Effects of McCarthy and McCarthyism

IX. **"Time for a Change"**
- A. Eisenhower versus Stevenson: the campaign, rhetoric and reality
- B. An agonizing reappraisal of John Foster Dulles
- C. Death of Joseph Stalin
- D. Geneva Conference 1954
- E. Geneva Conference 1955

X. **Republican Liberation**
- A. The falling Domino
- B. Using the CIA
  1. Iran
  2. Guatemala
- C. Europe
  1. Poland
  2. Hungary
  3. Berlin again
- D. The Middle East
  1. The Suez crisis
  2. The Eisenhower Doctrine
- E. The Far East
  1. SEATO
  2. China — the offshore island affair
  3. Vietnam — commitment to Diem
- F. Cuba: Rise of Castro to withdrawal of U.S. recognition

XI. **Eisenhower and Khrushchev**
- A. Sputnik I
- B. Mr. K. visits the U.S.A.

C. U-2
D. The Paris summit

XII. Eight Republican Years — an Assessment
A. "I like Ike"?
B. The lost opportunities
C. The farewell address — a warning

XIII. Campaign 1960: Kennedy versus Nixon
A. The missile gap
B. Our image
C. Other foreign affairs issues

XIV. A Liberal (?) as President
A. Inaugural address
B. An American build-up
1. Here—with missiles
2. There—with "advisors"
C. Alliance for Progress and the Peace Corps
1. The programs
2. A latter day assessment
D. The Cuban crises
1. The Bay of Pigs
a. U.S. sponsored invasion
b. Failure
2. The Missile crisis
a. Buildup, blockage, withdrawal
b. As a U.S. "victory"
E. Nuclear Test Ban treaty
F. Assassination
1. Was his policy changing?
2. The myth and the man

XV. LBJ
A. Inherited problems
B. Policies changed or continued
C. Election of '64: a victory for the peacemaker
D. Escalation — Americanization
E. The tale of two crises: a comparison of U.S. and U.S.S.R. policy
1. U.S. and the Dominican Republic
2. U.S.S.R. and Czechoslovakia
F. U.S., U.S.S.R. and the six day war
G. Tet
H. Protest American style
I. "I will not run"

XVI. The Making of a President 1968
A. A three way race
B. "I have a plan"
C. Nixon or the Guam Doctrine
D. Vietnamization
E. Re-escalation in Southeast Asia
F. Current status

XVII. Détente
A. U.S. and Red China
B. U.S. and U.S.S.R.
1. SALT talks
2. Mission to Moscow

XVIII. Cost and Consequences of U.S. policy
A. Cost in lives
B. Cost in dollars
1. The military-industrial complex
2. Recession and inflation
3. Devaluing the dollar
4. Price and wage controls
C. Cost in moral leadership
1. At home
a. Disenchantment of youth
b. Decline of Bill of Rights
c. Pentagon Papers
2. Abroad
a. Overkill
b. Maintaining the *status quo*
D. The Widening Gap: rich nation, poor nation
E. Decline of the U.N.
F. Power of the President
G. Cold War myths and fallacies.

XIX. The Great Debate: What Should be the World Role of the United States?
A. The American Empire
B. Neo-Isolationism

Part II—Resources and Evaluation

(Dewey Decimal Classification System)

A. Texts

327.73 Ambrose, S., *Rise of Globalism— American Foreign Policy, 1938–1970*

327.73 La Feber, W., *America, Russia, and the Cold War, 1945–1970*

B. Additional Readings

The following is meant to be a representative listing. The student should refer to author, title, index catalog in his school library or in public library catalogs.

327.73 Bailey, Thomas A., *A Diplomatic History of the American People*

327.73 Chomsky, N., *American Power and the New Mandarins*

973 Commager, H., *Documents of American History*

327.73 Horowitz, D., *The Free World Colossus*

959.7 Hersh, S., *Mi Lai 4*

972.91 Huberman, L., *Cuba—Anatomy of a Revolution*

327.73 Kolko, G., *Roots of American Foreign Policy*

355.03 Lens, S., *Military-Industrial Complex*

959.7 Newman, B., *Background to Viet-Nam*

327.73 Ross, H., ed., *Cold War: Containment and its Critics*

959.7 Sheehan, N. ed., *Pentagon Papers*

327.73 Williams, W., *Tragedy of American Diplomacy*

909.82 Wolf, E., *Peasant Wars of the 20th Century*

C. Vertical file

Libraries which contain vertical files on various subjects may be used for reference. Information related to foreign policy, economic problems, national and world affairs may be used. Besides newspaper and magazine articles, publications and the *Headline Series, Intercom, Public Affairs Pamphlets* and *Vital Issues* are excellent source materials.

D. Periodicals

1. Listed in the *Readers' Guide to Periodical Literature*

The American Historical Review
The Annals of the American Academy of Political and Social Science
American Heritage
Current History
Department of State Bulletin
Foreign Affairs
New Republic
New York Times Magazine
Ramparts
Society (Trans-Action)

2. Periodicals not listed in the *Readers' Guide*

The following magazines are not listed in the *Readers' Guide*. However, they could be used as supplementary reference sources.

American Journal of Sociology
Atlas
Intellectual Digest
Journal of American History
Journal of Modern History
New York Review of Books
Political Science Quarterly
Psychology Today
The Washington Monthly

E. Microfilm

1. Newspaper

New York Times microfilm editions

2. Magazines

The following is a representative list of magazines available in microfilm editions:

Atlantic
Current History
Fortune
Harper's Magazine
Saturday Review
U.S. News and World Reports

F. Films

A number of films are available from various agencies and are listed in *Educators' Guide to Free Films*.

G. Audio Tapes

Numerous tapes, both reel to reel and cassette, are available from many libraries. A sampling would include tapes on subjects or people such as:

Arab-Israeli crises	Nixon
Bangladesh	McCarthy, J.
Communist China	Politics
Eisenhower	Roosevelt
F.B.I.	Santo Domingo
Johnson	Truman
Kennedy	U.S. — U.S.S.R.
Korea	Vietnam

H. Maps

Both wall maps and transparencies are available and should be an adjunct to the course.

I. Consultants, outside speakers and trips

Consultants, outside speakers and trips will be referred to when desired or available.

J. Evaluation

The type or types of evaluating methods to be used are generally dependent upon the teaching styles used to present the course material. With greater student participation and involvement, it is hoped that the usual reward-punishment emphasis may be avoided. If possible, letter grades should be avoided and a Pass-Fail system adopted.

PART III—DETAILED UNIT

Introduction

An alternative to the chronological approach may be achieved through a topical study. Such topics that may be pursued should include:

A. **Vietnam** *(expanded below)*
B. China
C. Iron Curtain
D. Economy of War
E. Ending a phase of colonialism
F. United Nations
G. Neo-Imperialism
H. Latin America
I. Trade and Tariff policies
J. Foreign Aid
K. Third World
L. Disarmament

Detailed Outline of one topic

Vietnam

I. Vietnam
- A. Historical overview
- B. French takeover

II. French Indo-China
- A. Political control
- B. Social changes
- C. Economic domination

III. Indo-China and World War II
- A. Fall of France
- B. Japanese takeover and U.S. reaction
- C. Ho Chi Minh and the Vietminh
- D. French return

IV. Hostilities
- A. French bombard Haiphong
- B. Vietminh resistance
- C. U.S. aid to French
- D. Fall of Dienbienphu

V. Geneva Accord (1954)
- A. Division of Indo-China
- B. Election of 1956
- C. U.S. position on accords

VI. U.S. and Vietnam—Phase I
- A. Eisenhower years
  1. Formation of SEATO
  2. Relations with Diem
  3. Non-Election of 1956
  4. Sending advisors
  5. National Liberation Front
- B. Kennedy buildup
  1. Military advisors sent
  2. Defoliation initiated
  3. Overthrow of Diem

VII. U.S. and Vietnam—Phase II L.B.J.
- A. Election of 1964
  1. Johnson, the peace candidate
  2. Goldwater, the hawk
- B. Gulf of Tonkin
  1. Looking for an excuse
  2. The resolution
  3. U.S. reaction
  4. A recent appraisal
- C. The military buildup
  1. U.S. forces reach 550,000
  2. Casual ties increase
- D. The arguments commence
  1. Hawks versus doves
  2. The Munich syndrome
  3. On being a good German
- E. Tet
  1. General Westmoreland predicts victory—Jan. 1968
  2. Tet offensive—Feb. 1968
- F. Paris peace talks begin
- G. "I will not run"

VIII. U.S. & Vietnam—Phase III
- A. The election of 1968—the Nixon "plan"
- B. Vietnamization
- C. Deescalation and troop withdrawal
- D. The Guam or Nixon doctrine
- E. Invasions of Cambodia & Laos
  1. Why?
  2. Dissent in U.S. culminates at Kent State
- F. Nixon visits
  1. China
  2. U.S.S.R.
  3. Importance and the Vietnam war
- G. Intensification of the war
  1. Protective reaction raids
  2. A new North Vietnamese attack
  3. Bombing raids increase—resumption of bombing the North
  4. Mining harbors
- H. End of the War
- I. Elusive Peace of 1973
- J. "Termination of Hostilities" 1975

IX. Costs of the Vietnam War
- A. Reaction of youth
  1. The draft and its resistors
  2. The demonstrations
  3. Decline of Civil Rights
     - a. Reliance on violence
     - b. End of Civil Rights movement
     - c. Diminution of Civil Liberties
- B. Revelations
  1. MiLai massacre divulged
  2. Vietnam veterans against war
  3. Operation Phoenix
  4. Don Luce and the Tiger Cages
  5. *The Pentagon Papers*
- C. Cost in lives
  1. The dead and wounded
  2. POW's and their exploitation
- D. Monetary Costs
  1. Recession and inflation
  2. Devaluing the dollar
  3. The unbalanced budget
  4. Postponement of domestic needs
- E. U.S. World moral leadership
  1. Resort to force
  2. Bypassing the U.N.

X. Summary—"Why Vietnam?"

PART IV—RESOURCES FOR UNIT ON VIETNAM

Books

These books are in addition to the applicable books in the previous bibliography

341.1	Brock, P., *Pacifism in the United States*
959.7	Chomsky, N. *At War with Asia*
323.2	Cohen, C., *Civil Disobedience, Conscience, Tactics and the Law*
959.7	Dariff, H., *From Vietnam to Cambodia*
343.4	Dellinger, D., *The Conspiracy Trial*
959	Fall, B., *Street without Joy*
341.1	Finn, J., *Protest: pacifism & politics*
973.9	Goldman, E., *Tragedy of Lyndon Johnson*
959	Graff, E., *Southeast Asia, history, culture, people*
959.7	Halberstam, D., *Ho*
959.7	Hammer, E., *Struggle for Indochina, 1940–1955*
959	Hunt, D., *Southeast Asia*
959.7	Kahin, G., *The United States in Vietnam*
B-H	Lacouture, J., *Ho Chi Ming*
261.8	Long, E., *War and Conscience in America*
301.42	Lukas, J., *Don't shoot–we are your children*
959.7	Ly-qui-Chung, *Between two fires, the unheard voices of Vietnam*
335	Oglesby, C., *New Left Reader*
353	Proxmire, W., *Report from wasteland; America's military industrial complex*
322.4	Stone, I. F., *The Killings at Kent State*
327.73	Walton, R., *Beyond diplomacy; American military intervention*
327.73	White, R., *Nobody wanted war; misperceptions in Vietnam*

PART V—CHRONOLOGICAL CHART

1898	Spanish-American War
1899–1902	Philippine Insurrection
1914	World War I begins
1917	Russian revolution
1917–18	U.S. in World War I
1933	Hitler becomes Chancellor of Germany
1938	Munich Conference
1939	German-Soviet Non-Aggression pact
	Germany invades Poland
	World War II begins
1940	Germany defeats France
1941	Lend-Lease Act
	Germany attacks Soviet Union
	Japan bombs Pearl Harbor—U.S. in World War II
1942	Soviet counteroffensive begins
1944	D-Day, Allies invade Europe
1945	Yalta Conference, F. D. R. dies, H. S. T. President
	Germany defeated
	Hiroshima & Nagasaki A bombed
1945–46	Nuremberg trials—Nazis guilty of war crimes
1947	Truman Doctrine (basic change in U. S. foreign policy)
	Marshall Plan announced and approved
1948–49	Berlin Blockade
1949	Federal Republic of Germany founded (W. Ger.—May)
	German Democratic Republic founded (E. Ger.—Oct.)
	NATO formed
	Soviet Union tests first A bomb
	China falls to Reds
1950	Sen. Joseph McCarthy alleges 57 Reds in U.S. State Dept.
	Korean War starts
1952	U.S. explodes H bomb (U.S.S.R. tests theirs 1953)
1953	Joseph Stalin dies, Ike U.S. President
	Korean armistice signed
1954	Dulles announces policy of "massive retaliation"
	Fr.-Indochina war ends, 2 Vietnams set up (temporary)
	Guatemalan regime overthrown, CIA implicated
	SEATO established, DEW line started
1955	Geneva Summit, Ike proposes "Open Skies"
	Quemoy, Matsu demanded by Red China
	West. Ger. joined NATO, Warsaw pact signed
1956	Hungarian revolt
	Suez Crisis (Israel, Br. & Fr. invade Egypt)
1957	Sputnik I launched
1958	Eisenhower Doctrine announced, U.S.

	sends troops to Lebanon
1959	Castro achieves power in Cuba
1960	U-2 plane downed in U.S.S.R., Paris Summit broken up
1961	J.F.K. inaugurated, Peace Corps & Alliance for Progress announced
	Bay of Pigs debacle
	Berlin Wall constructed
1962	Increased aid to Vietnam
	Cuban Missile Crisis
1963	U.S. advisors increased to 16,000 in S. Vietnam
	Wheat Sale by U.S. to Soviet, Test ban treaty signed
	J.F.K. assassinated, L.B.J. President
1964	Gulf of Tonkin "incident"
1965	U.S. bombs N. Vietnam, 125,000 soldiers in Vietnam
	14,000 U.S. troops intervene in Santo Domingo
1966	France withdraws troops from NATO
	Soviet-Red Chinese disputes increase
1967	6 day War (Israel v. Arabs)
1968	*Pueblo* captured by N. Korea
	Nuclear nonproliferation treaty signed with U.S.S.R
	Tet offensive, 560,000 U.S. soldiers in Vietnam
	L.B.J. does *not* run, cessation of bombing N. Vietnam
1969	Nixon elected, troop withdrawals, Nixon doctrine, Vietnamization
1970	Cambodia invaded, Kent & Jackson State deaths
1971	Laos invaded
	Phase I announced, place 10% tariff on imports, U.S. dollar sinking in value—
	Thieu reelected in S. Vietnam, Red China in, Nationalist China out of U.N.—
	Agreement reached on Berlin; W. Ger. negotiated Soviet Union & Poland W. & E. Pakistan-Indian war
	SALT talks continue in Helsinki and Vienna
1972	Nixon visits China and Soviet Union—
	Curtailment of ABM program
	U.S. Trade deals with China and Soviet Union announced
	Vietnam War continues but Dr. Kissinger goes on a trip
	Nixon reelected
1973	Peace of Paris
1974	OPEC agreement
1975	Termination of hostilities in Southeast Asia